MARCUM-ILLINOIS UNION SCHOOL DISTRICT
REGULAR BOARD MEETING

AGENDA

Monday, September 14, 2026 **2452 El Centro Blvd.**
6:00 pm Open Session **East Nicolaus, CA 95659**
Library

Meeting facilities are accessible to persons with disabilities. Anyone who is planning to attend the board meeting and is visually or hearing impaired or has any disability that needs special assistance should call the Superintendent/Principal at the District Office at least 48 hours in advance of the meeting to make arrangements.

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1. **CALL TO ORDER, PLEDGE OF ALLEGIANCE**

2. **ROLL CALL**

	Present	**Absent**
Josh Wanner	_____	_____
Emily Daddow	_____	_____
Elise Nelson	_____	_____
Jeff Reese	_____	_____
Keith Turner	_____	_____

3. **APPROVAL OF THE AGENDA**
   Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

   _____

   _____

   Motion _____ Second _____Vote _____

4. **SOUTH SUTTER CHARTER SCHOOL**

5. **SUPERINTENDENT'S REPORT**

6. **COMMENTS FROM THE PUBLIC**
   "No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to

recognizing requests to speak from the audience. At the president's discretion, agenda items may be considered in other than numerical order." Board Policy (Bylaws) 9323

7. **CONSENT AGENDA**

Any item on the Consent Agenda may be considered separately at the request of a board member.

7.1 Approval of Minutes: August 10, 2026

7.2 Approval of Monthly Warrants: 17828, 17830, 17904, 17912, 17913, 17997, 18051, 18104

7.3 Williams Act: 0 Complaints

7.4 Enrollment Report:

Marcum-Illinois Elementary School Enrollment

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
13	22	19	17	20	21	15	20	17	18	182

Marcum-Illinois Preschool Enrollment

Full Time 11

Part Time 2

_____

_____

Motion _____ Second _____Vote _____

8. **ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION**

_____

_____

Motion _____ Second _____Vote _____

9. **INFORMATION ITEMS**

9.1 Correspondence from Sutter County County Clerk-Recorder/Registrar of Voters-Certificate of Facts Regarding General Election of November 3, 2026

9.2 LCAP Update

10. **PUBLIC HEARING**

10.1 Public Hearing of Sufficiency of Textbooks

Open:_____ Close:_____

11. **ACTION ITEMS**

11.1 Approve Resolution 2026-2027-01 For the Sufficiency of Instructional Materials

The Board is asked to approve Resolution #2026-2027-01 for the Sufficiency of Instructional Materials. According to Education Code 60242.5, the district is required to hold a public hearing before the eighth week of school and adopt a resolution attesting that the District has sufficient text books.

_____

_____

Motion _____ Second _____Vote _____

11.2 Approve Resolution 2026-2027-02 Approval of New Board Policies and Administrative Regulations
The Board is asked to approve the adoption of the prepared Board Policies to replace all previously adopted board policies.

Motion _____ Second _____Vote _____

11.3 Approve Unaudited Actuals for 2025-2026
The Board is asked to approve the Unaudited Actuals for 2025-2026 as prepared by Sutter County Superintendent of Schools.

Motion _____ Second _____Vote _____

11.4 Approve Resolution 2026-2027-03 to Comply with the Gann Limit
The Board is asked to approve Resolution 2026-2027 to comply with Gann Limit requirements. Each year school districts & other public agencies must certify that it did not exceed a limit imposed on appropriations for each fiscal year. This limit, called the "Gann Limit", is calculated on a base year of 1978-1979 & adjusted each year by changes in per capita personal income growth.

Motion _____ Second _____Vote _____

11.5 Approve Resolution 2026-2027-04 to Comply with Education Protection Account
The Board is asked to approve Resolution 2026-2027-04 to comply with EPA. Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution which requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

Motion _____ Second _____Vote _____

12. NEXT BOARD MEETING
October 12, 2026 6:00pm

13. CLOSED SESSION
- Interdistrict Students
- District Programs
- Public Employee Discipline/Dismissal/Release/Complaint
- Superintendent/Principal Evaluation

14. REPORT OUT FROM CLOSED SESSION

_____

_____

Motion _____ Second _____Vote _____

15. ADJOURNMENT

South Sutter Charter School and
Marcum-Illinois Union Elementary School District

Monthly Report to Authorizer

September 2026

Month-End Enrollment Information: August 2026

Prospective Students	656
Total Active Enrollment	3036

Enrollment by County	
BUTTE	273
COLUSA	14
PLACER	925
SACRAMENTO	1419
SUTTER	112
YOLO	150
YUBA	143

**The total enrollment number, enrollment by grade, and enrollment by the county do not include the prospective student count.*

Enrollment by Grade Level	
TK/K	420
1st	235
2nd	244
3rd	251
4th	257
5th	250
6th	245
7th	250
8th	218
9th	194
10th	161
11th	170
12th	141

Educational Program Updates



Initial ELPAC is underway for our new students whose Home Language Survey identified a language other than English on their application. This assessment determines if they will be designated as an English Learner and enter our EL Program, or be identified as Initial Fluent English Proficient (IFEP). This assessment is proctored by a team of specifically trained ESs and completed within 30 calendar days of the student's first day of school.

South Sutter currently has 37 students to test, and will continue testing newly enrolled students whose HLS indicates a language other than English through our enrollment deadline in February.



BOOST programs are off to a strong start. We have added ST Math as a school-sponsored option, in addition to IXL, Lexia, and i-Ready. IXL, ST Math, and Lexia are ESSA Tier 1 evidence-based programs (i-Ready is a Tier 2 program) that show strong outcomes in research and with our own students. Our BOOST tutoring small group classes will begin on 9/21.

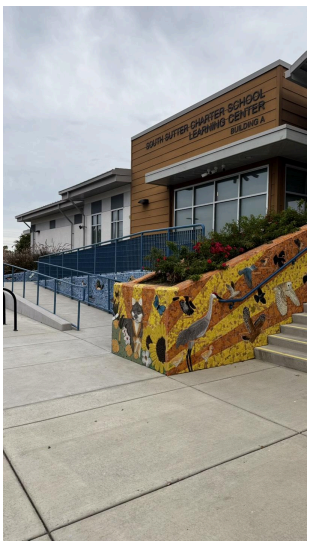
Our Student Success Team (SST) is getting a BOOST (pun intended!), integrating into our intervention program a dedicated SST Coordinator, Heidi Rochin. She has created a collaborative SST program that encourages early intervention,

targeted and measurable intervention plans, and multiple opportunities for ESs to engage with her to address student needs before an SST may be necessary. Check out the revamped SST page on our school website!

Our school library has been full of families looking for curriculum options for this year! 416 families have visited our library, and we have shipped out 35 curriculum packages.

On August 28th, we had our Mosaic Unveiling Ceremony. Nearly 100 people showed up to celebrate this beautiful addition to our school!









Our School Counselors held 353 guidance meetings with IEM high school students in August alone! Their

expertise, knowledge, and individualized guidance are incredibly valuable to our students and families as they navigate high school, graduation, and college and career planning.

Our Guidance team is beginning to meet one-on-one with every ES to review each high school report card and discuss every high school student's progress. This level of individualized planning is so important to our mission and our commitment to providing an individualized learning experience for every student.

We are also taking a deep dive into our data to ensure equity in concurrent enrollment and community college opportunities across our schools. We are looking closely at who is accessing these opportunities and identifying areas where we can increase awareness, access, and participation.

HSA NEWS

HSA classes are full for the first semester. There is currently a waitlist for all classes. We have 14 HSA ESs this year, up from last year. We are excited about the continual growth of HSA.

South Sutter is excited about upcoming in-person gatherings, including park day get-togethers, fun 3-D adventures, and college tours.

CBi

CBi/HSST

Our online instruction has grown by over 1,500 enrollments this year. We currently

serve over 3,000 students in core subjects in grades 7 through 12. This year, we have added Anatomy and Physiology, 8th-grade History, and Middle School Academic Support, to name a few. Our growing program is amazing due to our incredible teachers who work tirelessly to support our students.

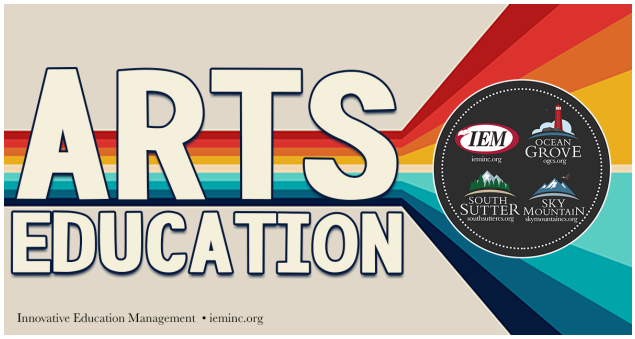


All K–12 EL students enrolled in our program now have ELD courses listed on their report cards, with CA ELD Standards also being tracked through the parent portal! We're excited for our upcoming EL Back-to-School Event, where ESs and families can learn more about our EL program and meet our amazing EL teachers.



Special Education has added math-specific SAI (Specialized Academic Instruction) teachers for elementary and middle school students, including dedicated 7th- and 8th-grade math classes. This targeted instruction strengthens foundational math skills, supports the transition into Algebra, and improves overall math performance for students receiving services.

In literacy, we continue to provide structured literacy instruction at the elementary level, and have added structured literacy review classes for our older students to reinforce and maintain foundational reading skills as they progress through school.



Our K-8 Visual Art and new Music teachers are leading 4 online classes this semester, plus 4 in-person events, including Family Day, park days and arts-related field trips.



Administrator of Education Support Jennifer Tan, Mosaic Artist Wes Horn and K-8 Visual Art Teacher Beka Ybarra at the South Sutter Learning Center community mosaic mural ribbon cutting.



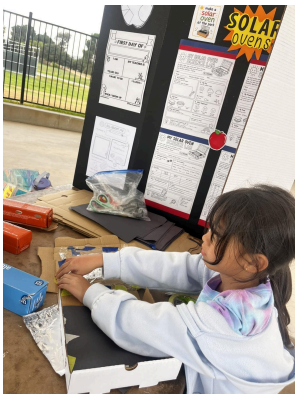


Park Days | Field Trips | Clubs

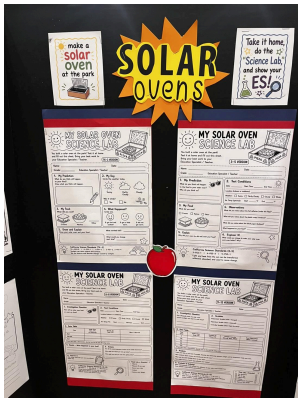


August Park Days welcomed South Sutter families back to school with hands-on activities exploring solar energy and the power of the Sun. Students created their own solar ovens, experimented with Solar Paper to make nature-inspired sunprints, and used UV-sensitive beads to investigate ultraviolet light. These engaging activities combined science, creativity, and outdoor exploration while giving families an opportunity to reconnect and build community.














Conversational Arabic Club allows students to practice speaking and listening in a fun, supportive environment! This club is perfect for learners of all levels who want to improve their everyday Arabic, learn useful phrases, and gain confidence in speaking. Students learn about the customs, traditions, and culture of Arabic-speaking countries and make new friends along the way!



This month, South Sutter students participated in a seed-and-water science lab at the Norcal Aquarium and visited Bishop's Pumpkin Farm, where they learned about the farm and even watched a pig race!

		7/1/2026 - 7/31/2026	Total
	Revenue		
8290	Federal Title Revenue	10.426.00	10.426.00
	Total Revenue	10.426.00	10.426.00
	Expenditures		
1100	Certificated Instruction	35.463.00	35.463.00
1150	Special Instruction	2.260.00	2.260.00
1160	Tech Allowance Cert	3.225.00	3.225.00
1190	Stipend Certificated Teacher	500.00	500.00
1200	Certificated Student Support	142.315.00	142.315.00
1300	Director Advisors	96.427.00	96.427.00
1900	Other Certificated Staff	5.773.00	5.773.00
2200	Student Support	20.780.00	20.780.00
2230	Classified Support Hourly OT	(83.00)	(83.00)
2400	Clerical Classified	81.949.00	81.949.00
2430	Clerical Hourly Classified	24.250.00	24.250.00
2450	Tech Allowance Class	1.785.00	1.785.00
3101	STRS Employer Certificated	52.150.00	52.150.00
3201	PERS Employer Certificated	2.065.00	2.065.00
3202	PERS Employer Classified	34.043.00	34.043.00
3302	SS/Medicare Employer Class	14.072.00	14.072.00
3401	VSP Employer Cert	32.319.00	32.319.00
3402	VSP Employer Class	18.211.00	18.211.00
3502	SUI Classified	194.00	194.00
3601	WC Cert	1.143.00	1.143.00
3602	WC Class	514.00	514.00
3901	Other ER Benefits - Cert (Aflac)	2.997.00	2.997.00
3902	Other ER Benefits - Class (Aflac)	1.863.00	1.863.00
4300	Instructional Funds - Materials and Supplies	78,832.00	78,832.00
4310	Materials & Supplies	10.125.00	10.125.00
5200	Travel & Conference Instructional	24.014.00	24.014.00
5215	Professional Development Title II	(2.107.00)	(2.107.00)
5300	Dues and Memberships	1.499.00	1.499.00
5400	Other Insurance	75,303.00	75,303.00
5510	Operations & Housekeeping	5.067.00	5.067.00
5610	Rents, Leases, Repairs	194.00	194.00
5800	Instructional Funds - Services	18.444.00	18.444.00
5810	Contracted Instruction	537.808.00	537.808.00
5815	IT(Media, Tech)	82.264.00	82.264.00
5835	Advertising, Newsletter	12.540.00	12.540.00
5865	Special Ed Expenses	13.220.00	13.220.00
5880	Legal Fees	24.576.00	24.576.00
5890	Service Charges	993.00	993.00
5895	Authorizer Admin Fees	5.00	5.00
5902	Postage	1.571.00	1.571.00
5910	Communications-Instructional	621.00	621.00
7438	Debt Service-Interest	1.673.00	1.673.00
	Total Expenditures	1.460.860.00	1.460.860.00
	Deficit/Surplus	(1,450,434.00)	(1,450,434.00)

MARCUM-ILLINOIS UNION SCHOOL DISTRICT
REGULAR BOARD MEETING

MINUTES

Monday, August 10, 2026

1. **CALL TO ORDER, PLEDGE OF ALLEGIANCE**

2. **ROLL CALL**
   Present: Josh Wanner, Emily Daddow, Jeff Reese
   Absent: Elise Nelson, Keith Turner

3. **APPROVAL OF THE AGENDA**
   Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

   Josh Wanner moved to approve the agenda. Emily Daddow seconded. Roll call vote 3-0.

4. **SOUTH SUTTER CHARTER SCHOOL**
   Mrs. Irby provided an update on the start of the South Sutter Charter School Year and the wrap up of 25/26. Representatives from South Sutter are expected to be present at September's Board Meeting.

5. **SUPERINTENDENT'S REPORT**
   Maggie Irby shared that Mrs. Brazil has begun meeting with grade span teams this week for collaboration, planning, and new teacher onboarding.

   Teacher requested supplies have arrived. The District provides classroom supplies for all students – a great benefit to our students and their families.

   Back to School Night/Meet the Teacher will take place on Tuesday 8/18 in the evening, in advance of the 1st day of school on Wednesday 8/19.

   Marcum has hired a new after school program aide, Nancy Velazquez, who subbed for the program last school year. Additional hires may be needed in September depending upon actual after school program attendance numbers.

   The Board inquired about whether DEN fees have impacted enrollment. Maggie Irby shared that we have not seen any impact on enrollment yet. We have received no concerns so far, and several families met the qualification criteria for no fee or sliding payment scale.

   Camp Marcum was full of fun summer activities with almost 40 kids in attendance. No concerns about fees for Camp Marcum. All but one family have either paid or been exempt from fees.

Arra Lewis is almost finished with mural refurbishment – it is much brighter and appears refreshed!

6. **COMMENTS FROM THE PUBLIC**

"No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to recognizing requests to speak from the audience. At the president's discretion, agenda items may be considered in other than numerical order." Board Policy (Bylaws) 9323

No comments from the public.

7. **CONSENT AGENDA**

Any item on the Consent Agenda may be considered separately at the request of a board member.

7.1 Approval of Minutes: June 8, 2026

7.2 Approval of Monthly Warrants: 17251, 17308, 17362, 17411, 17545, 17617, 17620, 17713, 17714, 17795, 17796

7.3 Williams Act: 0 Complaints

7.3 Enrollment Report:

Marcum-Illinois Elementary School Enrollment

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
14	23	19	17	21	21	15	20	18	19	187

Marcum-Illinois Preschool Enrollment

Full Time 13

Emily Daddow moved to approve the consent agenda. Jeff Reese seconded. Roll call vote 3-0.

8. **ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION**

None.

9. **INFORMATION ITEMS**

9.1 First Reading of Revised Board Policies

9.2 45-Day Budget Revision

10. ACTION ITEMS

10.1 Approve Comprehensive School Safety Plan (CSSP)

The Board is asked to approve the 26-27 Comprehensive School Safety Plan. Updates present in this plan include Annual Child Abuse Training and emergency procedures for Sudden Cardiac Arrest, as well as updated School Crime Assessment data and Staff Directory/Roles.

Josh Wanner moved to approve the Comprehensive School Safety Plan. Emily Daddow seconded. Roll call vote 3-0.

10.2 Approve Expanded Learning Opportunities (ELO-P) Plan

The Board is asked to approve the updated MIUESD Expanded Learning Opportunities Plan as it has been updated to include the Board Approved fee policy.

Jeff Reese moved to approve the Expanded Learning Opportunities (ELO-P) Plan. Emily Daddow seconded. Roll call vote 3-0.

10.3 Approval of Board Policy BP 5131.8 Mobile Communication Devices

The Board is asked to approve Board Policy, BP 5131.8 Mobile Communication Devices. It is recommended that the Board waive the typical Board approval process of two reads to adhere to recommended timelines and updates for this policy update.

Emily Daddow moved to approve Board Policy BP 5131.8 Mobile Communication Devices. Josh Wanner seconded. Roll call vote 3-0.

10.4 Approval of Staff Head of House Stipend

The Board is asked to approve the creation of a new stipend role for 4 Staff Heads of House. Staff Heads of House will support community-building within their house and the leadership development of their House Leader by overseeing monthly House Meetings.

Emily Daddow moved to approve Staff Head of House Stipend. Josh Wanner seconded. Roll call vote 3-0.

10.5 Approval of using General Fund to reimburse the Cafeteria Fund for Snack Expenses Not Covered by the National School Lunch Program and/or Universal Meals for 2026-2027

The National School Lunch Program nor Universal Meals will reimburse the cafeteria fund for expenses related to providing afterschool snack for students. Cafeteria fund expenses related to the cost of afterschool snacks are not a permittable expenditure of Cafeteria Fund dollars. It is recommended that MIUESD approve the use of General Fund dollars to reimburse the Cafeteria Fund for snack expenses not covered by the National School Lunch Program nor Universal Meals.

Josh Wanner moved to approve using General Fund to reimburse the Cafeteria Fund for Snack Expenses Not Covered by the National School Lunch Program and/or Universal Meals for 2026-2027. Emily Daddow seconded. Roll call vote 3-0.

10.6 Approval of using General Fund to reimburse the Cafeteria Fund for Milk Expenses Not Covered by the National School Lunch Program and/or Universal Meals for 2026-2027

The National School Lunch Program nor Universal Meals will reimburse the cafeteria fund for expenses related to providing milk only for students with their meals from home. Because milk alone does not qualify as a reimbursable meal, it is not reimbursed by the Universal Meal Plan. It is recommended that MIUESD approve the use of General Fund dollars to reimburse the Cafeteria Fund for student milk expenses not covered by the National School Lunch Program or Universal Meals.

Jeff Reese moved to approve using General Fund to reimburse the Cafeteria Fund for Milk Expenses Not Covered by the National School Lunch Program and/or Universal Meals for 2026-2027. Josh Wanner seconded. Roll call vote 3-0.

11. **NEXT BOARD MEETING**
    September 14, 2026 6:00pm

12. **CLOSED SESSION**
    - Interdistrict Students
    - District Programs
    - Public Employee Discipline/Dismissal/Release/Complaint
    - Superintendent/Principal Evaluation

13. **REPORT OUT FROM CLOSED SESSION**
    No report.

14. **ADJOURNMENT**
    Meeting adjourned at 7:33pm.

Approval Batch 017828 — **Bank Account COUNTY - COUNTY**

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Employee		IRBY, MARGARET K (170371)									
@	2025/26	07/29/26		SAFETY INCENTIVES REIMB	EP26-00107 (1686383)	07/31/26	Paid	Printed	995.00		995.00
	2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659107						Check Date 08/06/26	PO#		Register # 000427	
							Total Invoice Amount		**995.00**		
AP Vendor		STERLING ADAPTIVES LLC (000090/1) 541 FARMERS LANE SANTA ROSA, CA 95405									
@	2025/26	04/23/26	R26-00010	SPED IPAD/KEYBOARD/FOLIO	5047-24425 (1686383)	07/31/26	Paid	Printed	1,847.63		1,847.63
	2026	01- 6500- 0- 4400- 00- 5001- 3110- 000- 000- 0000- 00									
Check #	00659108						Check Date 08/06/26	PO# P26-00010		Register # 000427	
							Total Invoice Amount		**1,847.63**		
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) PO BOX 790428 ST. LOUIS, MO 63179-0428									
@	2025/26	06/10/26		VACUUM FILTER	600011 (1686383)	07/31/26	Paid	Printed	69.73		69.73
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659109						Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/11/26		STUDENT RECORD POSTAGE	010371 (1686383)	07/31/26	Paid	Printed	19.10		19.10
	2026	01- 0000- 0- 5902- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659109						Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/11/26		MI SUSPENSION CONF 30%	0794694 (1686383)	07/31/26	Paid	Printed	135.00		135.00
	2026	01- 0000- 0- 5200- 00- 0000- 7100- 000- 000- 0000- 00									
Check #	00659109						Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/11/26		VACUUM COVER	087132 (1686383)	07/31/26	Paid	Printed	43.43		43.43
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659109						Check Date 08/06/26	PO#		Register # 000427	

Approval Batch 017828 (continued) — **Bank Account COUNTY - COUNTY**

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)										(continued)
@	2025/26	06/11/26		MI SUSPENSION CONF 70%	794694 (1686383)	07/31/26	Paid	Printed	315.00		315.00
	2026	01- 0000- 0- 5200- 00- 0000- 7200- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/12/26		VACUUM SUPPLIES	611824 (1686383)	07/31/26	Paid	Printed	135.06		135.06
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/12/26		OPS SUPPLIES	659501 (1686383)	07/31/26	Paid	Printed	24.66		24.66
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/12/26		VACUUM SUPPLIES	916820 (1686383)	07/31/26	Paid	Printed	23.42		23.42
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/13/26		SOLENOID	733004 (1686383)	07/31/26	Paid	Printed	94.11		94.11
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/17/26		CAMP MARCUM SHIRTS	254723 (1686383)	07/31/26	Paid	Printed	629.88		629.88
	2026	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/19/26		IQWST WORKBOOKS	379810 (1686383)	07/31/26	Paid	Printed	1,317.12		1,317.12
	2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/23/26		SANGOMA PHONES 6/19-7/18	016986 (1686383)	07/31/26	Paid	Printed	872.97		872.97
	2026	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/23/26		PREK SUPPLIES	256059 (1686383)	07/31/26	Paid	Printed	1,505.97		1,505.97
	2026	01- 9618- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	

Approval Batch 017828 (continued) — **Bank Account COUNTY - COUNTY**

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)										(continued)
@	2025/26	06/23/26		OFFICE SUPPLIES	921900 (1686383)	07/31/26	Paid	Printed	38.43		38.43
	2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/24/26		JULY CAMP MAR URBAN AIR FT	019645 (1686383)	07/31/26	Paid	Printed	754.99		754.99
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/24/26		OPS SUPPLIES	129483 (1686383)	07/31/26	Paid	Printed	44.32		44.32
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/24/26		JULY CAMP MAR PLAYZEUM FT	302525 (1686383)	07/31/26	Paid	Printed	410.00		410.00
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	088082 (1686383)	07/31/26	Paid	Printed	10.50		10.50
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	098087 (1686383)	07/31/26	Paid	Printed	10.50		10.50
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	102081 (1686383)	07/31/26	Paid	Printed	70.00		70.00
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	106082 (1686383)	07/31/26	Paid	Printed	10.50		10.50
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	
@	2025/26	06/25/26		ELOP MATTRESS	257876 (1686383)	07/31/26	Paid	Printed	80.78		80.78
	2026	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
	Check #	00659109					Check Date 08/06/26	PO#		Register # 000427	

Approval Batch 017828 (continued) — **Bank Account COUNTY - COUNTY**

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)										(continued)
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	480089 (1686383)	07/31/26	Paid	Printed	70.00		70.00
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	527084 (1686383)	07/31/26	Paid	Printed	70.00		70.00
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	830088 (1686383)	07/31/26	Paid	Printed	10.50		10.50
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/25/26		JULY CAMP MAR FT MOVIE TIX	831086 (1686383)	07/31/26	Paid	Printed	70.00		70.00
	2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/25/26		MONTHLY VAN CAR WASH	968255 (1686383)	07/31/26	Paid	Printed	39.99		39.99
	2026	01- 0000- 0- 5800- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/26/26		OFFICE SUPPLIES	136981 (1686383)	07/31/26	Paid	Printed	13.28		13.28
	2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/26/26		ELOP SUPPLIES	251003 (1686383)	07/31/26	Paid	Printed	116.40		116.40
	2026	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/30/26		STUDENT RECORD POSTAGE	396957 (1686383)	07/31/26	Paid	Printed	9.95		9.95
	2026	01- 0000- 0- 5902- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		
@	2025/26	06/30/26		CB CONF MEAL	475767 (1686383)	07/31/26	Paid	Printed	38.61		38.61
	2026	01- 0000- 0- 5200- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659109					Check Date 08/06/26	PO#		Register # 000427		

Approval Batch 017828 (continued) **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
						Total Invoice	Amount	7,054.20		

Approval Batch 017830 **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	AT&T CALNET (003812/2) P.O. BOX 9011 CAROL STREAM, IL 60197-9011									
2026/27	07/24/26		BAN#702 6/24-7/23	00002558112 (1686384)	07/31/26	Paid	Printed	32.66		32.66
	2027 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659110					Check Date 08/06/26	PO#		Register # 000428	
2026/27	07/24/26		BAN#040 6/24-7/23	000025582669 (1686384)	07/31/26	Paid	Printed	62.72		62.72
	2027 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659110					Check Date 08/06/26	PO#		Register # 000428	
						Total Invoice Amount		**95.38**		
Direct Vendor	GOLDEN BEAR ALARM SERVICE INC (000061/2) PO BOX 2203 MARYSVILLE, CA 95901									
2026/27	08/01/26		ALARM SERVICE AUG 26	116809 (1686384)	07/31/26	Paid	Printed	180.00		180.00
	2027 01- 0000- 0- 5800- 00- 0000- 8300- 000- 000- 0000- 00									
Check #	00659111					Check Date 08/06/26	PO#		Register # 000428	
						Total Invoice Amount		**180.00**		
Direct Vendor	HEARTLAND (003889/2) PO BOX 936565 ATLANTA, GA 31193-6565									
2026/27	07/31/26		MOSAIC CLOUD FRONT OF OFFICE 8/1/26-7/31/27	HSSREC042005 (1686384)	07/31/26	Paid	Printed	1,287.00		1,287.00
	2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659112					Check Date 08/06/26	PO#		Register # 000428	
2026/27	07/31/26		MYSCHOOLAPPS 8/1/26-7/31/27	HSSREC042005-1 (1686384)	07/31/26	Paid	Printed	856.00		856.00
	2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659112					Check Date 08/06/26	PO#		Register # 000428	
2026/27	07/31/26		MOSAIC CENTRAL OFFICE/BACK OF HOUSE 8/1/26-7/31/27	HSSREC042005-2 (1686384)	07/31/26	Paid	Printed	1,119.00		1,119.00
	2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00									

Approval Batch 017830 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	HEARTLAND (003889/2) (continued)									(continued)
Check # 00659112						Check Date 08/06/26	PO#		Register # 000428	
						Total Invoice Amount		**3,262.00**		
Direct Employee	IRBY, MARGARET K (170371)									
2026/27	07/30/26		POSTAGE	EP27-00001 (1686384)	07/31/26	Paid	Printed	16.40		16.40
	2027 01- 0000- 0- 5902- 00- 0000- 2700- 000- 000- 0000- 00									
Check # 00659113						Check Date 08/06/26	PO#		Register # 000428	
						Total Invoice Amount		**16.40**		
Direct Vendor	J&J HEATING & AIR (002504/2) PO BOX 671 LIVE OAK, CA 95953									
2026/27	07/29/26		4TH GRADE HVAC CONTROL BOARD REPLACEMENT	2794 (1686384)	07/31/26	Paid	Printed	849.98		849.98
	2027 01- 0000- 0- 5600- 00- 0000- 8100- 000- 000- 0000- 00									
Check # 00659114						Check Date 08/06/26	PO#		Register # 000428	
						Total Invoice Amount		**849.98**		
AP Vendor	READING HORIZONS (000065/2) 1194 FLINT MEADOW DR KAYSVILE, CA 84037									
2026/27	07/21/26	R27-00002	GR 1 STUDENT TRANSFER BOOKS	INV74573 (1686384)	07/31/26	Paid	Printed	175.58		175.58
	2027 01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check # 00659115						Check Date 08/06/26	PO# P27-00002		Register # 000428	
						Total Invoice Amount		**175.58**		
Direct Vendor	TCSIG (004372/3) PO BOX 526 YUBA CITY, CA 95992									
2026/27	07/30/26		HEALTH AUG 26	DP27-00009 (1686384)	07/31/26	Paid	Printed	26,865.00		26,865.00
	2027 01- 0000- 0- 9514- - - - - - -									
Check # 00659116						Check Date 08/06/26	PO#		Register # 000428	

Approval Batch 017830 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
						Total Invoice	**Amount**	**26,865.00**		
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) PO BOX 790428 ST. LOUIS, MO 63179-0428									
2026/27	07/01/26		JULY CAMP MAR FOOD	218162 (1686384)	07/31/26	Paid	Printed	100.42		100.42
2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/01/26		CAMP MARCUM SUPPLIES	251468 (1686384)	07/31/26	Paid	Printed	96.48		96.48
2027	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/01/26		CAMP MARCUM SUPPLIES	739826 (1686384)	07/31/26	Paid	Printed	125.37		125.37
2027	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/03/26		BTS SUPPLIES	090558 (1686384)	07/31/26	Paid	Printed	263.32		263.32
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/03/26		BTS SUPPLIES	846787 (1686384)	07/31/26	Paid	Printed	187.12		187.12
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/09/26		CVT INSUR INVOICE POSTAGE	067881 (1686384)	07/31/26	Paid	Printed	8.72		8.72
2027	01- 0000- 0- 5902- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/09/26		VAN FUEL 7/9	068616 (1686384)	07/31/26	Paid	Printed	86.20		86.20
2027	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428
2026/27	07/09/26		K FOLDERS	216739 (1686384)	07/31/26	Paid	Printed	87.62		87.62
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659117					Check Date	08/06/26	PO#		Register # 000428

Approval Batch 017830 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
2026/27	07/09/26		PREK BTS SUPPLIES	607293 (1686384)	07/31/26	Paid	Printed	16.14		16.14
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00659117					Check Date 08/06/26	PO#		Register # 000428	
2026/27	07/09/26		BTS SUPPLIES	762523 (1686384)	07/31/26	Paid	Printed	111.86		111.86
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659117					Check Date 08/06/26	PO#		Register # 000428	
2026/27	07/09/26		JULY CAMP MAR SUPPLIES	827441 (1686384)	07/31/26	Paid	Printed	69.78		69.78
	2027	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659117					Check Date 08/06/26	PO#		Register # 000428	
						Total Invoice Amount		**1,153.03**		

Approval Batch 017904 **Bank Account COUNTY - COUNTY**

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993								
@	2025/26	06/30/26		25-26 COUNSELING MOU 10%	AR26-00919 (1694989)	08/11/26	Paid	Printed	2,659.36		2,659.36
	2026	01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659492						Check Date 08/13/26	PO#		Register # 000431	
							Total Invoice Amount		**2,659.36**		

Approval Batch 017912 **Bank Account COUNTY - COUNTY**

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993								
@	2025/26	06/30/26		25-26 VISION SCREENING	AR26-00927 (1695299)	08/11/26	Paid	Printed	1,107.91		1,107.91
	2026	01- 0000- 0- 5800- 00- 0000- 3140- 000- 000- 0000- 00									
Check #	00659491						Check Date 08/13/26	PO#		Register # 000430	
							Total Invoice Amount		**1,107.91**		

Approval Batch 017913 **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		ADMIT ONE PRODUCTS (011566/1) 15331 BARRANCA PARKWAY IRVINE, CA 92618								
2026/27	07/31/26	R27-00005	12,000 ROAR TICKETS	369473 (1695039)	08/11/26	Paid	Printed	472.16		472.16
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659479					Check Date 08/13/26	PO# P27-00005		Register # 000429	
						Total Invoice Amount		**472.16**		
Direct Vendor		BIDWELL H2O (000127/1) PO BOX 4224 CHICO, CA 95927								
2026/27	08/08/26		OFFICE/STAFF COOLER/WATER JULY/AUG	M22359 (1695039)	08/11/26	Paid	Printed	159.20		159.20
	2027	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00659480					Check Date 08/13/26	PO#		Register # 000429	
2026/27	08/08/26		CAFE COOLER JULY/AUG	M22359-1 (1695039)	08/11/26	Paid	Printed	19.90		19.90
	2027	13- 5310- 0- 5800- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00659480					Check Date 08/13/26	PO#		Register # 000429	
2026/27	08/08/26		PREK COOLER JULY/AUG	M22359-2 (1695039)	08/11/26	Paid	Printed	19.90		19.90
	2027	12- 6105- 0- 5800- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00659480					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**199.00**		
Direct Vendor		CENIOM (013011/1) P.O. BOX 340942 SACRAMENTO, CA 95834-0942								
2026/27	08/04/26		CHROMEBOOKS (50)	17335 (1695039)	08/11/26	Paid	Printed	17,072.12		17,072.12
	2027	01- 5807- 0- 4400- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659481					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**17,072.12**		
Direct Vendor		CLARK PEST CONTROL OF STOCKTON (001045/2) PO BOX 6015 WHITTIER, CA 90607-6015								

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 017913 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	CLARK PEST CONTROL OF STOCKTON (001045/2) (continued)									
2026/27	08/06/26		26-27 QRTLY LOT WEED SPRAY Q1 2/3	40258677 (1695039)	08/11/26	Paid	Printed	252.00		252.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00659482					Check Date 08/13/26	PO#		Register # 000429	
2026/27	08/06/26		MONTHLY PEST SERVICE AUG 26	40258677-1 (1695039)	08/11/26	Paid	Printed	225.00		225.00
	2027	01- 0000- 0- 5507- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00659482					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**477.00**		
Direct Vendor	DEVELOPMENT SERVICES (000074/2) 1130 CIVIC CENTER BLVD YUBA CITY, CA 95993									
2026/27	08/10/26		26-27 FOOD FACILITIES ANNUAL PERMIT	87962 (1695039)	08/11/26	Paid	Printed	755.00		755.00
	2027	13- 5310- 0- 5800- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00659483					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**755.00**		
Direct Vendor	OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448									
2026/27	07/27/26		CANON COPIER 7/20-8/20	587322025 (1695039)	08/11/26	Paid	Printed	976.42		976.42
	2027	01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659484					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/27/26		CANON COPIER FREIGHT/TAX	587322025-1 (1695039)	08/11/26	Paid	Printed	5.36		5.36
	2027	01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659484					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**981.78**		
Direct Vendor	PACIFIC GAS & ELECTRIC (003433/1) PO BOX 997300 SACRAMENTO, CA 95899-7300									
2026/27	08/04/26		ELECTRICITY 7/6-8/3	DP27-00010 (1695039)	08/11/26	Paid	Printed	1,681.06		1,681.06
	2027	01- 0000- 0- 5502- 00- 0000- 8200- 000- 000- 0000- 00								

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 017913 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	PACIFIC GAS & ELECTRIC (003433/1)		(continued)							
Check #	00659485					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**1,681.06**		
Direct Vendor	PERFORMANCE SYSTEMS INTEG (000078/3) PO BOX 8528 PASADENA, CA 91109-8601									
2026/27	08/05/26		ANNUAL FIRE ALARM INSPECTION	4321361 (1695039)	08/11/26	Paid	Printed	2,985.00		2,985.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00659486					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**2,985.00**		
Direct Vendor	RECOLOGY YUBA-SUTTER (005096/1) PO DRAWER G MARYSVILLE, CA 95901									
2026/27	07/31/26		MIXED GENERAL AUG 26	8551004896510 (1695039)	08/11/26	Paid	Printed	414.38		414.38
	2027	01- 0000- 0- 5506- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00659487					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/31/26		MIXED RECYCLING AUG 26	8551004896510-1 (1695039)	08/11/26	Paid	Printed	185.19		185.19
	2027	01- 0000- 0- 5506- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00659487					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/31/26		RECURRING SURCHARGE AUG 26	8551004896510-2 (1695039)	08/11/26	Paid	Printed	18.72		18.72
	2027	01- 0000- 0- 5506- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00659487					Check Date 08/13/26	PO#		Register # 000429	
						Total Invoice Amount		**618.29**		
Direct Vendor	THE HOME DEPOT CREDIT SERVICES (004490/3) DEPT 32-2001278484 PO BOX 60726 CITY INDUSTRY, CA 91716-0726									
2026/27	07/08/26		5TH GRADE WALL SUPPLIES	7903586 (1695039)	08/11/26	Paid	Printed	923.19		923.19
	2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	

Approval Batch 017913 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	THE HOME DEPOT CREDIT SERVICES (004490/3) (continued)									(continued)
2026/27	07/09/26		5TH GRADE WALL SUPPLIES	6022539 (1695039)	08/11/26	Paid	Printed	94.36		94.36
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/15/26		CREDIT 5TH GRADE WALL SUPPLIES	192921 (1695039)	08/11/26	Paid	Printed	37.50-		37.50-
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/15/26		5TH GRADE WALL SUPPLIES	30309 (1695039)	08/11/26	Paid	Printed	34.60		34.60
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/21/26		PREK SUPPLIES	4502483 (1695039)	08/11/26	Paid	Printed	46.20		46.20
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/21/26		PREK SUPPLIES	4904590 (1695039)	08/11/26	Paid	Printed	202.87		202.87
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/21/26		PREK SUPPLIES	4904594 (1695039)	08/11/26	Paid	Printed	361.20		361.20
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/22/26		PREK KITCHEN INSTALL MEASUREMENTS	2903468 (1695039)	08/11/26	Paid	Printed	199.00		199.00
2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/22/26		PREK SUPPLIES	3729280 (1695039)	08/11/26	Paid	Printed	124.90		124.90
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	
2026/27	07/27/26		PLAYGROUND SUPPLIES	8040505 (1695039)	08/11/26	Paid	Printed	71.66		71.66
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00659488					Check Date 08/13/26	PO#		Register # 000429	

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 017913 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	THE HOME DEPOT CREDIT SERVICES (004490/3) (continued)									(continued)
						Total Invoice Amount		**2,020.48**		
AP Vendor	VOYAGER SOPRIS LEARNING (000126/2) PO BOX 844615 BOSTON, MA 02284-4615									
2026/27	07/25/26	R27-00001	26-27 STEP UP TO WRITING WORKBOOKS	8830908 (1695039)	08/11/26	Paid	Printed	484.24		484.24
2027	01-0000-0-4300-00-1110-1000-000-000-0000-00					253.44				
2027	01-0000-0-5800-00-1110-1000-000-000-0000-00					230.80				
Check #	00659489					Check Date 08/13/26		PO# P27-00001	Register # 000429	
2026/27	07/25/26	R27-00001	26-27 STEP UP TO WRITING TEACHER LICENSES	8830908-1 (1695039)	08/11/26	Paid	Printed	441.00		441.00
2027	01-0000-0-4300-00-1110-1000-000-000-0000-00					230.80				
2027	01-0000-0-5800-00-1110-1000-000-000-0000-00					210.20				
Check #	00659489					Check Date 08/13/26		PO# P27-00001	Register # 000429	
						Total Invoice Amount		**925.24**		
Direct Vendor	WEST COAST COMMUNITY BANK (000019/2) PO BOX 8426 SANTA CRUZ, CA 95061									
2026/27	08/10/26		SOLAR LOAN REPAYMENT INTEREST 13 OF 23	900493170-I13 (1695039)	08/11/26	Paid	Printed	4,982.67		4,982.67
2027	01-0000-0-7438-00-0000-9100-000-000-0000-00									
Check #	00659490					Check Date 08/13/26		PO#	Register # 000429	
2026/27	08/10/26		SOLAR LOAN REPAYMENT PRINCIPAL 13 OF 23	900493170-P13 (1695039)	08/11/26	Paid	Printed	13,377.35		13,377.35
2027	01-0000-0-7439-00-0000-9100-000-000-0000-00									
Check #	00659490					Check Date 08/13/26		PO#	Register # 000429	
						Total Invoice Amount		**18,360.02**		

Approval Batch 017997 — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	AT&T (003812/1) PO BOX 5025 CAROL STREAM, IL 60197-5025									
2026/27	08/07/26		26-27 FIBER 8/7-9/6	DP27-00011 (1708310)	08/18/26	Paid	Printed	16.13		16.13
	2027	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00659927					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**16.13**		
Direct Vendor	DOMINOS MAIN OFFICE (000131/2) 240 W VICTORIA ST GARDENA, CA 90248									
2026/27	08/13/26		CAMP MARCUM PIZZA 7/10	10523 (1708310)	08/18/26	Paid	Printed	103.00		103.00
	2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00								
Check #	00659928					Check Date 08/20/26	PO#		Register # 000432	
2026/27	08/13/26		CAMP MARCUM PIZZA 7/24	10535 (1708310)	08/18/26	Paid	Printed	103.00		103.00
	2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00								
Check #	00659928					Check Date 08/20/26	PO#		Register # 000432	
2026/27	08/13/26		CAMP MARCUM PIZZA 7/17	10544 (1708310)	08/18/26	Paid	Printed	103.00		103.00
	2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00								
Check #	00659928					Check Date 08/20/26	PO#		Register # 000432	
2026/27	08/13/26		CAMP MARCUM PIZZA 7/31	10545 (1708310)	08/18/26	Paid	Printed	103.00		103.00
	2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00								
Check #	00659928					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**412.00**		
Direct Vendor	DOVE AUTO GLASS LLC (000066/2) 598 GARDEN HWY STE 6 YUBA CITY, CA 95991									
2026/27	08/11/26		BUS WINDOW LATCH REPLACE (2)	119654 (1708310)	08/18/26	Paid	Printed	414.49		414.49
	2027	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00659929					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**414.49**		

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 017997 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	FLETCHERS PLUMBING & CONTRACTING INC (001777/1) 219 BURNS DR. YUBA CITY, CA 95991									
2026/27	08/06/26		PUMP SEPTIC TANK & GREASE TRAP	198755 (1708310)	08/18/26	Paid	Printed	5,950.00		5,950.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00659930					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**5,950.00**		
Direct Vendor	KAJEET INC (000016/2) 8607 WESTWOOD CENTER DR SUITE 390 TYSONS, VA 22182									
2026/27	08/17/26		STUDENT UNLIMITED ANNUAL PLAN	INV44593 (1708310)	08/18/26	Paid	Printed	1,922.23		1,922.23
	2027	01- 5807- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659931					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**1,922.23**		
Direct Vendor	LIMINEX INC (000017/4) PO BOX 744795 LOS ANGELES, CA 90074-4795									
2026/27	08/15/26		GOGUARDIAN YEAR 1 OF 3	INV-150635 (1708310)	08/18/26	Paid	Printed	2,333.60		2,333.60
	2027	01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00659932					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**2,333.60**		
Direct Vendor	NORTH VALLEY SIG C/O KEENAN-SETECH (000087/1) PO BOX 4328 TORRANCE, CA 90510									
2026/27	06/17/26		26-27 WORKERS COMP SEPT 26	339659 (1708310)	08/18/26	Paid	Printed	4,132.00		4,132.00
	2027	01- 0000- 0- 9516- - - - - - -								
Check #	00659933					Check Date 08/20/26	PO#		Register # 000432	
2026/27	06/17/26		26-27 WORKERS COMP OCT 26	339660 (1708310)	08/18/26	Paid	Printed	4,132.00		4,132.00

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 017997 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	NORTH VALLEY SIG C/O KEENAN-SETECH (000087/1) (continued)									(continued)
2026/27	06/17/26		26-27 WORKERS COMP OCT 26	339660 (1708310) (continued)	08/18/26	Paid	Printed	(continued)		
	2027 01- 0000- 0- 9516- - - - - - -									
Check #	00659933					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**8,264.00**		
Direct Vendor	PUSH PLAY PE LLC (000124/1) 2629 TOWNSGATE RD STE 235-1022 WESTLAKE VILLAGE, CA 91361									
2026/27	08/13/26		26-27 6TH-8TH GRADE PE 1 YR LICENSE	14058 (1708310)	08/18/26	Paid	Printed	1,500.00		1,500.00
	2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659934					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**1,500.00**		
Direct Vendor	SSRA (005647/1) PO BOX 225 NICOLAUS, CA 95659									
2026/27	08/11/26		CAMP MARCUM POOL DAYS JULY 26	DP27-00012 (1708310)	08/18/26	Paid	Printed	876.00		876.00
	2027 01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00659935					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**876.00**		
Direct Vendor	THE PARENT INSTITUTE (000056/2) PO BOX 7474 FAIRFAX STATION, VA 22039-7474									
2026/27	08/03/26		PARENT NEWSLETTER LICENSE LCAP GOAL 2	225550 (1708310)	08/18/26	Paid	Printed	359.10		359.10
	2027 01- 0000- 0- 5800- 00- 0000- 2495- 000- 000- 0000- 00									
Check #	00659936					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**359.10**		

Approval Batch 017997 (continued) **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	VERIZON WIRELESS (009718/1) P.O. BOX 660108 DALLAS, TX 75266-0108									
2026/27	08/02/26		CELL SERVICE 7/3-8/2	6150142657 (1708310)	08/18/26	Paid	Printed	345.37		345.37
	2027	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00659937					Check Date 08/20/26	PO#		Register # 000432	
						Total Invoice Amount		**345.37**		

Approval Batch 018051 **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	AT&T (003812/3) PO BOX 5075 CAROL STREAM, IL 60197-5075									
2026/27	08/19/26		LONG DISTANCE AUG 26	DP27-00015 (1716561)	08/25/26	Paid	Printed	52.06		52.06
	2027	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660277					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**52.06**		
Direct Vendor	BIDWELL H2O (000127/1) PO BOX 4224 CHICO, CA 95927									
2026/27	08/24/26		OFFICE/STAFF WATER 8/24	M23030 (1716561)	08/25/26	Paid	Printed	59.70		59.70
	2027	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660278					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/24/26		PREK WATER 8/24	M23030-1 (1716561)	08/25/26	Paid	Printed	9.95		9.95
	2027	12- 6105- 0- 5800- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660278					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/24/26		CAFE WATER 8/24	M23030-2 (1716561)	08/25/26	Paid	Printed	9.95		9.95
	2027	13- 5310- 0- 5800- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00660278					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**79.60**		
Direct Employee	BRAZIL, COURTNEY (170533)									
2026/27	08/21/26		HOUSE MEGAPHONES	EP27-00006 (1716561)	08/25/26	Paid	Printed	19.38		19.38
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660279					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**19.38**		
Direct Vendor	CALIFORNIA'S VALUED TRUST (010974/2) P.O BOX 26300 FRESNO, CA 93729-6300									
2026/27	08/18/26		VISION/DENTAL SEPT 26	DP27-00013 (1716561)	08/25/26	Paid	Printed	3,831.24		3,831.24

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 018051 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	CALIFORNIA'S VALUED TRUST (010974/2)		(continued)							
2026/27	08/18/26		VISION/DENTAL SEPT 26	DP27-00013 (1716561) (continued)	08/25/26	Paid	Printed	(continued)		
	2027	01- 0000- 0- 9514- - - - - - -								
Check #	00660280					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**3,831.24**		
Direct Vendor	CENIOM (013011/1) P.O. BOX 340942 SACRAMENTO, CA 95834-0942									
2026/27	08/14/26		MONTHLY TECH AUG 26	17342 (1716561)	08/25/26	Paid	Printed	1,200.00		1,200.00
	2027	01- 0000- 0- 5800- 00- 0000- 2420- 000- 000- 0000- 00								
Check #	00660281					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**1,200.00**		
Direct Vendor	GOLD STAR FOODS (009670/2) PO BOX 201475 DALLAS, TX 75320-1475									
2026/27	06/17/26		26-27 CAFETERIA FOOD	10554323 (1716561)	08/25/26	Paid	Printed	1,098.61		1,098.61
	2027	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00660282					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**1,098.61**		
Direct Employee	IRBY, MARGARET K (170371)									
2026/27	08/18/26		VAN FUEL 8/18	EP27-00002 (1716561)	08/25/26	Paid	Printed	40.00		40.00
	2027	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660283					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/20/26		GR 1 PENCIL BOXES	EP27-00003 (1716561)	08/25/26	Paid	Printed	63.44		63.44
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660283					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/21/26		TEACHER WORKDAY BREAKFAST	EP27-00004 (1716561)	08/25/26	Paid	Printed	237.50		237.50
	2027	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								

Approval Batch 018051 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Employee	IRBY, MARGARET K (170371) (continued)									(continued)
Check # 00660283						Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/21/26		TEACHER WORKDAY LUNCH	EP27-00005 (1716561)	08/25/26	Paid	Printed	452.78		452.78
	2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00660283					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**793.72**		
Direct Vendor	J&J HEATING & AIR (002504/2) PO BOX 671 LIVE OAK, CA 95953									
2026/27	08/17/26		ANNUAL HVAC MAINTENANCE	2861 (1716561)	08/25/26	Paid	Printed	1,685.00		1,685.00
	2027 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00660284					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**1,685.00**		
Direct Vendor	LOZANO SMITH LLP (006607/1) 7404 NORTH SPALDING AVE FRESNO, CA 93720-3370									
2026/27	08/12/26		LEGAL JULY 26 GENERAL-MATTER 00067	2285720 (1716561)	08/25/26	Paid	Printed	1,466.00		1,466.00
	2027 01- 0000- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00									
Check #	00660285					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/12/26		LEGAL JULY 26 CHARTER OVERSIGHT MATTER 000611	2285721 (1716561)	08/25/26	Paid	Printed	1,666.00		1,666.00
	2027 01- 0050- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00									
Check #	00660285					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**3,132.00**		
Direct Vendor	OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448									
2026/27	08/16/26		RICOH COPIER LEASE 8/9-9/9	588839209 (1716561)	08/25/26	Paid	Printed	987.86		987.86
	2027 01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00									

Approval Batch 018051 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	OFFICE EQUIPMENT FINANCE SVCS. (000438/1) (continued)									
Check # 00660286					Check Date 08/27/26		PO#		Register # 000433	
						Total Invoice Amount		**987.86**		
Direct Vendor	PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938									
2026/27	08/17/26		CAFETERIA FOOD	7260069 (1716561)	08/25/26	Paid	Printed	1,118.12		1,118.12
2027	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00660287				Check Date 08/27/26		PO#		Register # 000433	
2026/27	08/17/26		CAFETERIA MILK	7260069-1 (1716561)	08/25/26	Paid	Printed	397.85		397.85
2027	13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00660287				Check Date 08/27/26		PO#		Register # 000433	
2026/27	08/17/26		CAFETERIA SUPPLIES	7260069-2 (1716561)	08/25/26	Paid	Printed	42.36		42.36
2027	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00660287				Check Date 08/27/26		PO#		Register # 000433	
						Total Invoice Amount		**1,558.33**		
Direct Vendor	STAPLES (000322/2) PO BOX 660409 DALLAS, TX 75266-0409									
2026/27	08/15/26		GR 6 BTS SUPPLIES	6071716033 (1716561)	08/25/26	Paid	Printed	664.01		664.01
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00660288				Check Date 08/27/26		PO#		Register # 000433	
2026/27	08/15/26		GR 6 BTS SUPPLIES	6071716035 (1716561)	08/25/26	Paid	Printed	85.80		85.80
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00660288				Check Date 08/27/26		PO#		Register # 000433	
2026/27	08/22/26		GR 1 FOLDERS	6072175319 (1716561)	08/25/26	Paid	Printed	92.43		92.43
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00660288				Check Date 08/27/26		PO#		Register # 000433	
2026/27	08/22/26		CONSTRUCTION PAPER/CARDSTOCK	6072175320 (1716561)	08/25/26	Paid	Printed	64.54		64.54

Approval Batch 018051 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	STAPLES (000322/2)		(continued)							(continued)
2026/27	08/22/26		CONSTRUCTION PAPER/CARDSTOCK	6072175320 (1716561) (continued)	08/25/26	Paid	Printed	(continued)		
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660288					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/22/26		GR 3 FOLDERS	6072175321 (1716561)	08/25/26	Paid	Printed	61.98		61.98
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660288					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/22/26		CARDSTOCK	6072175322 (1716561)	08/25/26	Paid	Printed	33.40		33.40
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660288					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**1,002.16**		
Direct Vendor	SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007									
2026/27	08/18/26		CAFETERIA FOOD	631635071 (1716561)	08/25/26	Paid	Printed	726.97		726.97
	2027	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00660289					Check Date 08/27/26	PO#		Register # 000433	
2026/27	08/18/26		CAFETERIA MILK	631635071-1 (1716561)	08/25/26	Paid	Printed	62.86		62.86
	2027	13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00660289					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**789.83**		
Direct Vendor	TCSIG (004372/3) PO BOX 526 YUBA CITY, CA 95992									
2026/27	08/19/26		HEALTH SEPT 26	DP27-00014 (1716561)	08/25/26	Paid	Printed	21,894.00		21,894.00
	2027	01- 0000- 0- 9514- - - - - - -								
Check #	00660290					Check Date 08/27/26	PO#		Register # 000433	
						Total Invoice Amount		**21,894.00**		

Approval Batch 018104 **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	AT&T CALNET (003812/2) P.O. BOX 9011 CAROL STREAM, IL 60197-9011									
2026/27	08/24/26		BAN# 702 7/24-8/23	000025730950 (1717425)	09/01/26	Paid	Printed	28.15		28.15
	2027	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660692					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/24/26		BAN# 040 7/24-8/23	000025732507 (1717425)	09/01/26	Paid	Printed	53.70		53.70
	2027	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660692					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**81.85**		
Direct Employee	DADDOW, SUSAN (170634)									
2026/27	08/31/26		H/H MILEAGE AUG 26	EP27-00007 (1717425)	09/01/26	Paid	Printed	197.60		197.60
	2027	01- 0000- 0- 5220- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660693					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/31/26		H/H PARKING	EP27-00008 (1717425)	09/01/26	Paid	Printed	8.00		8.00
	2027	01- 0000- 0- 5200- 00- 0000- 1000- 000- 000- 0000- 00								
Check #	00660693					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**205.60**		
Direct Vendor	DENNIS GUYNES (000116/1) 1658 OAKLEY LANE WHEATLAND, CA 95692									
2026/27	08/21/26		BUS#1 45 DAY INSPECT	361 (1717425)	09/01/26	Paid	Printed	225.00		225.00
	2027	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00660694					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/21/26		BUS#2 45 DAY INSPECT	362 (1717425)	09/01/26	Paid	Printed	225.00		225.00
	2027	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00660694					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/21/26		BUS#3 45 DAY INSPECT	363 (1717425)	09/01/26	Paid	Printed	225.00		225.00

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	DENNIS GUYNES (000116/1) (continued)									(continued)
2026/27	08/21/26		BUS#3 45 DAY INSPECT (continued)	363 (1717425)	09/01/26	Paid	Printed	(continued)		
	2027 01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00660694					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**675.00**		
Direct Vendor	FRUIT GUYS LLC (000136/2) 901 SNEATH LANE #210 SAN BRUNO, CA 94066									
2026/27	08/26/26		CAFETERIA FRUIT	IN6607633 (1717425)	09/01/26	Paid	Printed	1,236.00		1,236.00
	2027 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00660695					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**1,236.00**		
Direct Vendor	GOLD STAR FOODS (009670/2) PO BOX 201475 DALLAS, TX 75320-1475									
2026/27	08/26/26		CAFETERIA FOOD	10564992 (1717425)	09/01/26	Paid	Printed	6,147.78		6,147.78
	2027 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00660696					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/26/26		CAFETERIA FOOD	10609250 (1717425)	09/01/26	Paid	Printed	33.60		33.60
	2027 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00660696					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**6,181.38**		
Direct Vendor	GOLDEN BEAR ALARM SERVICE INC (000061/2) PO BOX 2203 MARYSVILLE, CA 95901									
2026/27	09/01/26		ALARM SERVICE SEPT 26	118484 (1717425)	09/01/26	Paid	Printed	180.00		180.00
	2027 01- 0000- 0- 5800- 00- 0000- 8300- 000- 000- 0000- 00									
Check #	00660697					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**180.00**		

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		HOUGHTON MIFFLIN CO (007014/1) 14046 COLLECTIONS CENTER DRIVE CHICAGO, IL 60693								
2026/27	08/11/26	R27-00006	ENG 3D LICENSES	956549068 (1717425)	09/01/26	Paid	Printed	423.20		423.20
	2027	01-0000-0-4300-00-1110-1000-000-000-0000-00				217.60				
	2027	01-0000-0-5800-00-1110-1000-000-000-0000-00				205.60				
Check #	00660698					Check Date 09/03/26	PO# P27-00006		Register # 000434	
						Total Invoice Amount		**423.20**		
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448								
2026/27	08/27/26		CANON COPIER LEASE 8/20-9/20	589661156 (1717425)	09/01/26	Paid	Printed	981.78		981.78
	2027	01-0000-0-9650- - - - - -								
Check #	00660699					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**981.78**		
Direct Vendor		PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938								
2026/27	08/24/26		CAFETERIA FOOD	7261634 (1717425)	09/01/26	Paid	Printed	1,070.03		1,070.03
	2027	13-5310-0-4700-00-0000-3700-000-000-0000-00								
Check #	00660700					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/24/26		CAFETERIA MILK	7261634-1 (1717425)	09/01/26	Paid	Printed	397.85		397.85
	2027	13-5310-0-4712-00-0000-3700-000-000-0000-00								
Check #	00660700					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/24/26		CAFTERIA SUPPLIES	7261634-2 (1717425)	09/01/26	Paid	Printed	46.88		46.88
	2027	13-5310-0-4300-00-0000-3700-000-000-0000-00								
Check #	00660700					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**1,514.76**		
Direct Vendor		SAM'S CLUB (009139/2) PO BOX 669810 DALLAS, TX 75266-0956								

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	SAM'S CLUB (009139/2) (continued)									
2026/27	08/20/26		BTS NIGHT SUPPLIES	DP27-00016 (1717425)	09/01/26	Paid	Printed	94.73		94.73
	2027	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660701					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/20/26		CLASS PRINTER INK REFILLS	DP27-00017 (1717425)	09/01/26	Paid	Printed	258.41		258.41
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660701					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/20/26		PREK SNACKS	DP27-00018 (1717425)	09/01/26	Paid	Printed	147.93		147.93
	2027	12- 6105- 0- 4700- 00- 0001- 3700- 000- 000- 0000- 00								
Check #	00660701					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/20/26		PREK SUPPLIES	DP27-00019 (1717425)	09/01/26	Paid	Printed	52.28		52.28
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660701					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**553.35**		
Direct Vendor	SIERRA WATER UTILITY LLC (000149/1) 702 MANGROVE AVE PMB 315 CHICO, CA 95926-3948									
2026/27	08/27/26		STORAGE TANK	6405-2875 (1717425)	09/01/26	Paid	Printed	326.02		326.02
	2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	
2026/27	09/01/26		SAMPLE FEE 7/26	6405-2854 (1717425)	09/01/26	Paid	Printed	75.00		75.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	
2026/27	09/01/26		DISINFECTION MONITORING	6405-2854-1 (1717425)	09/01/26	Paid	Printed	40.00		40.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	
2026/27	09/01/26		CCR REPORT	6405-2854-2 (1717425)	09/01/26	Paid	Printed	225.00		225.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	SIERRA WATER UTILITY LLC (000149/1)		(continued)							(continued)
2026/27	09/01/26		CHLORINE 8/24 (10 GAL)	6405-2854-3 (1717425)	09/01/26	Paid	Printed	110.04		110.04
	2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	
2026/27	09/01/26		SAMPLE FEE 8/27	6405-2854-4 (1717425)	09/01/26	Paid	Printed	75.00		75.00
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	
2026/27	09/01/26		OPERATOR SERVICE AUG 26	6405-2854-5 (1717425)	09/01/26	Paid	Printed	200.10		200.10
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00660702					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**1,051.16**		
Direct Vendor	STAPLES (000322/2) PO BOX 660409 DALLAS, TX 75266-0409									
2026/27	08/29/26		STAPLES	6072901296 (1717425)	09/01/26	Paid	Printed	37.75		37.75
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660703					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**37.75**		
Direct Vendor	SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007									
2026/27	08/25/26		CAFETERIA FOOD	631647285 (1717425)	09/01/26	Paid	Printed	419.16		419.16
	2027	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00660704					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/25/26		CAFETERIA SUPPLIES	631647285-1 (1717425)	09/01/26	Paid	Printed	133.92		133.92
	2027	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00660704					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**553.08**		

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) PO BOX 790428 ST. LOUIS, MO 63179-0428									
2026/27	07/09/26		GR 5 BTS SUPPLIES	024355 (1717425)	09/01/26	Paid	Printed	90.22		90.22
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/10/26		GR 7 BTS SUPPLIES	118336 (1717425)	09/01/26	Paid	Printed	47.60		47.60
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/10/26		TK BTS SUPPLIES	225772 (1717425)	09/01/26	Paid	Printed	671.98		671.98
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/10/26		PREK BTS SUPPLIES	362818 (1717425)	09/01/26	Paid	Printed	15.76		15.76
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/10/26		GR 7 BTS SUPPLIES	474192 (1717425)	09/01/26	Paid	Printed	9.96		9.96
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/10/26		GR 7 BTS SUPPLIES	545299 (1717425)	09/01/26	Paid	Printed	62.29		62.29
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/10/26		JULY CAMP MAR FT BOWLING	678572 (1717425)	09/01/26	Paid	Printed	925.00		925.00
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/11/26		PREK BTS SUPPLIES	728130 (1717425)	09/01/26	Paid	Printed	51.44		51.44
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/12/26		PREK BTS SUPPLIES	886090 (1717425)	09/01/26	Paid	Printed	373.26		373.26
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		GR 8 BOOKS	335795 (1717425)	09/01/26	Paid	Printed	34.52		34.52
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		TK BTS SUPPLIES	443080 (1717425)	09/01/26	Paid	Printed	167.40		167.40
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		GR 5 BTS SUPPLIES	445876 (1717425)	09/01/26	Paid	Printed	69.17		69.17
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		BTS SUPPLIES	628351 (1717425)	09/01/26	Paid	Printed	134.00		134.00
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		TK BTS SUPPLIES	638918 (1717425)	09/01/26	Paid	Printed	30.97		30.97
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		PREK BTS SUPPLIES	660063 (1717425)	09/01/26	Paid	Printed	327.08		327.08
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		GR 4 BTS SUPPLIES	790854 (1717425)	09/01/26	Paid	Printed	375.07		375.07
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		SPED BTS SUPPLIES	856122 (1717425)	09/01/26	Paid	Printed	47.56		47.56
	2027	01- 6500- 0- 4300- 00- 5001- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		GR 8 BTS SUPPLIES	927310 (1717425)	09/01/26	Paid	Printed	232.35		232.35
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/13/26		BTS SUPPLIES	963374 (1717425)	09/01/26	Paid	Printed	1,331.04		1,331.04
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/14/26		TK LWT	004727 (1717425)	09/01/26	Paid	Printed	813.04		813.04
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/14/26		JULY CAMP MAR FT ARCADE	663630 (1717425)	09/01/26	Paid	Printed	300.00		300.00
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/15/26		JULY CAMP MAR FT FUNDERLAND	171421 (1717425)	09/01/26	Paid	Printed	660.00		660.00
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/16/26		JULY CAMP MAR FT ZOO	488328 (1717425)	09/01/26	Paid	Printed	190.00		190.00
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/18/26		CAMP MAR SUPPLIES	617842 (1717425)	09/01/26	Paid	Printed	180.71		180.71
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/20/26		TK BTS SUPPLIES	152645 (1717425)	09/01/26	Paid	Printed	31.53		31.53
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/21/26		SANGOMA PHONES 7/19-8/18	254101 (1717425)	09/01/26	Paid	Printed	875.11		875.11
	2027	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/22/26		JULY CAMP MAR FT QUARRY PARK	591675 (1717425)	09/01/26	Paid	Printed	129.38		129.38
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/23/26		POSTAGE STAMPS	026928 (1717425)	09/01/26	Paid	Printed	248.85		248.85
	2027	01-0000-0-5902-00-0000-2700-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/24/26		PREK BTS SUPPLIES	961904 (1717425)	09/01/26	Paid	Printed	32.48		32.48
	2027	12-6105-0-4300-00-0001-1000-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/25/26		MONTHLY VAN CARWASH	439399 (1717425)	09/01/26	Paid	Printed	39.99		39.99
	2027	01-0000-0-5800-00-0000-3600-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/28/26		TK BTS SUPPLIES	424099 (1717425)	09/01/26	Paid	Printed	8.03		8.03
	2027	01-0000-0-4300-00-1110-1000-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/28/26		SMORE MARCUM MATTERS	896205 (1717425)	09/01/26	Paid	Printed	179.00		179.00
	2027	01-0000-0-5800-00-0000-2700-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/29/26		TRACTOR OIL FILTER	309452 (1717425)	09/01/26	Paid	Printed	31.80		31.80
	2027	01-0000-0-4300-00-0000-8100-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/29/26		TRACTOR OIL	638642 (1717425)	09/01/26	Paid	Printed	102.37		102.37
	2027	01-0000-0-4300-00-0000-8100-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/30/26		TRACTOR FUEL FILTER	011279 (1717425)	09/01/26	Paid	Printed	13.93		13.93
	2027	01-0000-0-4300-00-0000-8100-000-000-0000-00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/30/26		TRACTOR FUEL FILTER	259696 (1717425)	09/01/26	Paid	Printed	28.95		28.95
	2027	01-0000-0-4300-00-0000-8100-000-000-0000-00								

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	07/30/26		JULY CAMP MAR FT URBAN AIR	311999 (1717425)	09/01/26	Paid	Printed	881.68		881.68
	2027	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/03/26		PREK SUPPLY CREDIT	499065 (1717425)	09/01/26	Paid	Printed	32.48-		32.48-
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/04/26		HOUSE STUDENT LEADER VIRTUAL ACADEMY	642346 (1717425)	09/01/26	Paid	Printed	400.00		400.00
	2027	01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/04/26		STAFF HOUSE SHIRTS	917408 (1717425)	09/01/26	Paid	Printed	1,107.69		1,107.69
	2027	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/04/26		HOUSE TABLECLOTHS	936393 (1717425)	09/01/26	Paid	Printed	147.96	10.73	158.69
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00				158.69				
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/05/26		HOUSE CHAMPION FLAG	175610 (1717425)	09/01/26	Paid	Printed	37.81		37.81
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/05/26		CB OFFICE CABINETS	425198 (1717425)	09/01/26	Paid	Printed	366.16		366.16
	2027	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/05/26		HOUSE HAND FLAGS	528956 (1717425)	09/01/26	Paid	Printed	124.20		124.20
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/05/26		GR 7 BOOKCASES	891337 (1717425)	09/01/26	Paid	Printed	294.24		294.24

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
2026/27	08/05/26		GR 7 BOOKCASES	891337 (1717425) (continued)	09/01/26	Paid	Printed	(continued)		
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/06/26		PE/RECESS EQUIPMENT	261049 (1717425)	09/01/26	Paid	Printed	52.16		52.16
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/06/26		PE/RECESS EQUIPMENT	522705 (1717425)	09/01/26	Paid	Printed	101.88		101.88
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/06/26		PE/RECESS EQUIPMENT	562048 (1717425)	09/01/26	Paid	Printed	233.56		233.56
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/06/26		PE/RECESS EQUIPMENT	595530 (1717425)	09/01/26	Paid	Printed	69.70		69.70
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		PE/RECESS EQUIPMENT	082593 (1717425)	09/01/26	Paid	Printed	39.03		39.03
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		HOUSE VINYL POSTERS	086707 (1717425)	09/01/26	Paid	Printed	90.07		90.07
	2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		PREK BTS SUPPLIES	160110 (1717425)	09/01/26	Paid	Printed	52.39		52.39
	2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		COPY PAPER	162805 (1717425)	09/01/26	Paid	Printed	81.13		81.13
	2027	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	

Approval Batch 018104 (continued) — **Bank Account COUNTY - COUNTY**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)									(continued)
2026/27	08/07/26		PE/RECESS EQUIPMENT	365660 (1717425)	09/01/26	Paid	Printed	428.87		428.87
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		OPS SUPPLIES	590873 (1717425)	09/01/26	Paid	Printed	116.73		116.73
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		WHISTLES	618556 (1717425)	09/01/26	Paid	Printed	13.23		13.23
2027	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		PREK BTS SUPPLIES	659687 (1717425)	09/01/26	Paid	Printed	244.50		244.50
2027	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00									
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
2026/27	08/07/26		WEED EATER LIINE	7618556 (1717425)	09/01/26	Paid	Printed	39.67		39.67
2027	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00660705					Check Date 09/03/26	PO#		Register # 000434	
						Total Invoice Amount		**13,752.02**		

EXPENSES BY FUND - Bank Account COUNTY

Fund	Expense	Cash Balance	Difference
01	165,735.52	483,181.99-	648,917.51-
12	1,310.63	15,385.45	14,074.82
13	13,716.84	14,014.60	297.76
Total	**180,762.99**		

Bank Account COUNTY - COUNTY

Number of Payments	216	
Number of Checks	**64**	**$180,752.26**
Number of ACH Advice	**0**	
Number of vCard Advice	**0**	
Total Check/Advice Amount	**$180,752.26**	
Total Unpaid Sales Tax	$10.73	
Total Expense Amount	$180,762.99	

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS

$0 - $99	8
$100 - $499	12
$500 - $999	14
$1,000 - $4,999	21
$5,000 - $9,999	4
$10,000 - $14,999	1
$15,000 - $99,999	4
$100,000 - $199,999	
$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	35
& Number of Employee Also Vendors	

? denotes check name different than payment name

F denotes Final Payment

Report Totals - Payment Count **216** Check Count **64** ACH Count **0** vCard Count **0** Total Check/Advice Amount **180,752.26**

$180,752.26

Selection Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017828,017830,017904,017912,017913,017997, 018051,018104, Page Break by Check/Advice? = N, Zero? = Y)

Checks Dated 08/04/2026 through 09/03/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00659107	08/06/2026	IRBY, MARGARET K	01-4300		995.00
00659108	08/06/2026	STERLING ADAPTIVES LLC	01-4400		1,847.63
00659109	08/06/2026	US BANK CORP. PAYMENT SYSTEM	01-4300	4,136.59	
			01-5200	488.61	
			01-5800	1,526.98	
			01-5900	872.97	
			01-5902	29.05	7,054.20
00659110	08/06/2026	AT&T CALNET	01-5900		95.38
00659111	08/06/2026	GOLDEN BEAR ALARM SERVICE INC	01-5800		180.00
00659112	08/06/2026	HEARTLAND	01-5800		3,262.00
00659113	08/06/2026	IRBY, MARGARET K	01-5902		16.40
00659114	08/06/2026	J&J HEATING & AIR	01-5600		849.98
00659115	08/06/2026	READING HORIZONS	01-4300		175.58
00659116	08/06/2026	TCSIG	01-9514		26,865.00
00659117	08/06/2026	US BANK CORP. PAYMENT SYSTEM	01-4300	1,027.75	
			01-4700	100.42	
			01-5902	8.72	
			12-4300	16.14	1,153.03
00659479	08/13/2026	ADMIT ONE PRODUCTS	01-4300		472.16
00659480	08/13/2026	BIDWELL H2O	01-5800	159.20	
			12-5800	19.90	
			13-5800	19.90	199.00
00659481	08/13/2026	CENIOM	01-4400		17,072.12
00659482	08/13/2026	CLARK PEST CONTROL OF STOCKTON	01-5507	225.00	
			01-5800	252.00	477.00
00659483	08/13/2026	DEVELOPMENT SERVICES	13-5800		755.00
00659484	08/13/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-5600		981.78
00659485	08/13/2026	PACIFIC GAS & ELECTRIC	01-5502		1,681.06
00659486	08/13/2026	PERFORMANCE SYSTEMS INTEG	01-5800		2,985.00
00659487	08/13/2026	RECOLOGY YUBA-SUTTER	01-5506		618.29
00659488	08/13/2026	THE HOME DEPOT CREDIT SERVICES	01-4300	1,821.48	
			01-5800	199.00	2,020.48
00659489	08/13/2026	VOYAGER SOPRIS LEARNING	01-4300	484.24	
			01-5800	441.00	925.24
00659490	08/13/2026	WEST COAST COMMUNITY BANK	01-7438	4,982.67	
			01-7439	13,377.35	18,360.02
00659491	08/13/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-5800		1,107.91
00659492	08/13/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-5800		2,659.36
00659927	08/20/2026	AT&T	01-5900		16.13
00659928	08/20/2026	DOMINOS MAIN OFFICE	01-4700		412.00

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.

Checks Dated 08/04/2026 through 09/03/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00659929	08/20/2026	DOVE AUTO GLASS LLC	01-5600		414.49
00659930	08/20/2026	FLETCHERS PLUMBING & CONTRACTING INC	01-5800		5,950.00
00659931	08/20/2026	KAJEET INC	01-5800		1,922.23
00659932	08/20/2026	LIMINEX INC	01-5800		2,333.60
00659933	08/20/2026	NORTH VALLEY SIG C/O KEENAN-SETECH	01-9516		8,264.00
00659934	08/20/2026	PUSH PLAY PE LLC	01-5800		1,500.00
00659935	08/20/2026	SSRA	01-5800		876.00
00659936	08/20/2026	THE PARENT INSTITUTE	01-5800		359.10
00659937	08/20/2026	VERIZON WIRELESS	01-5900		345.37
00660277	08/27/2026	AT&T	01-5900		52.06
00660278	08/27/2026	BIDWELL H2O	01-5800	59.70	
			12-5800	9.95	
			13-5800	9.95	79.60
00660279	08/27/2026	BRAZIL, COURTNEY	01-4300		19.38
00660280	08/27/2026	CALIFORNIA'S VALUED TRUST	01-9514		3,831.24
00660281	08/27/2026	CENIOM	01-5800		1,200.00
00660282	08/27/2026	GOLD STAR FOODS	13-4700		1,098.61
00660283	08/27/2026	IRBY, MARGARET K	01-4300	103.44	
			01-5800	690.28	793.72
00660284	08/27/2026	J&J HEATING & AIR	01-5800		1,685.00
00660285	08/27/2026	LOZANO SMITH LLP	01-5805		3,132.00
00660286	08/27/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-5600		987.86
00660287	08/27/2026	PROPACIFIC FRESH	13-4300	42.36	
			13-4700	1,118.12	
			13-4712	397.85	1,558.33
00660288	08/27/2026	STAPLES	01-4300		1,002.16
00660289	08/27/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4700	726.97	
			13-4712	62.86	789.83
00660290	08/27/2026	TCSIG	01-9514		21,894.00
00660692	09/03/2026	AT&T CALNET	01-5900		81.85
00660693	09/03/2026	DADDOW, SUSAN	01-5200	8.00	
			01-5220	197.60	205.60
00660694	09/03/2026	DENNIS GUYNES	01-5600		675.00
00660695	09/03/2026	FRUIT GUYS LLC	13-4700		1,236.00
00660696	09/03/2026	GOLD STAR FOODS	13-4700		6,181.38
00660697	09/03/2026	GOLDEN BEAR ALARM SERVICE INC	01-5800		180.00
00660698	09/03/2026	HOUGHTON MIFFLIN CO	01-4300	217.60	
			01-5800	205.60	423.20
00660699	09/03/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-9650		981.78
00660700	09/03/2026	PROPACIFIC FRESH	13-4300	46.88	
			13-4700	1,070.03	
			13-4712	397.85	1,514.76

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.

Checks Dated 08/04/2026 through 09/03/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00660701	09/03/2026	SAM'S CLUB	01-4300	353.14	
			12-4300	52.28	
			12-4700	147.93	553.35
00660702	09/03/2026	SIERRA WATER UTILITY LLC	01-4300	436.06	
			01-5800	615.10	1,051.16
00660703	09/03/2026	STAPLES	01-4300		37.75
00660704	09/03/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4300	133.92	
			13-4700	419.16	553.08
00660705	09/03/2026	US BANK CORP. PAYMENT SYSTEM	01-4300	7,688.60	
			01-5800	3,885.76	
			01-5900	875.11	
			01-5902	248.85	
			12-4300	1,064.43	
			Unpaid Tax	10.73-	13,752.02
		Total Number of Checks	**64**		**180,752.26**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	56	165,735.52
12	CHILD DEVELOPMENT	5	1,310.63
13	CAFETERIA	10	13,716.84
	Total Number of Checks	**64**	180,762.99
	Less Unpaid Tax Liability		10.73-
	Net (Check Amount)		**180,752.26**

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.

CERTIFICATE OF FACTS

GENERAL ELECTION
of November 3, 2026

I, **DONNA JOHNSTON**, County Clerk of the County of Sutter, State of California, under Education Codes 5326 and 5328, and Election Code Section 10515, do hereby certify that at the close of the nomination period for the November 3, 2026, **GENERAL ELECTION** for the office(s) noted below for the **MARCUM ILLINOIS SCHOOL DISTRICT,** the following, (as marked "x") exists:

( ) Only one person has filed a Declaration of Candidacy.

( ) No one has filed a Declaration of Candidacy.

(X) In the case of members to be elected from the district at large, the number of persons who have filed the Declaration of Candidacy for member does not exceed the number required to be elected.

(X) A petition signed by 10 percent of the voters or 50 voters, whichever is smaller in number, in the district, requesting the election be held has not been presented to me.

I request that the **Marcum Illinois School District,** as the supervising authority of the District, that such appointee or appointees shall be seated at the organizational meeting of the board, and appoint as follows:

NAME	OFFICE	TERM
Emily Daddow	**Board Member**	**4 years**
Adam Michel	**Board Member**	**4 years**
Elise Nelson	**Board Member**	**4 years**

I, the undersigned, certify, under penalty of perjury that the foregoing is true and correct.

Dated: 8-28-2026

Donna M Johnston

DONNA M. JOHNSTON
COUNTY CLERK-RECORDER/REGISTRAR OF VOTERS

LCFF Budget Overview for Parents

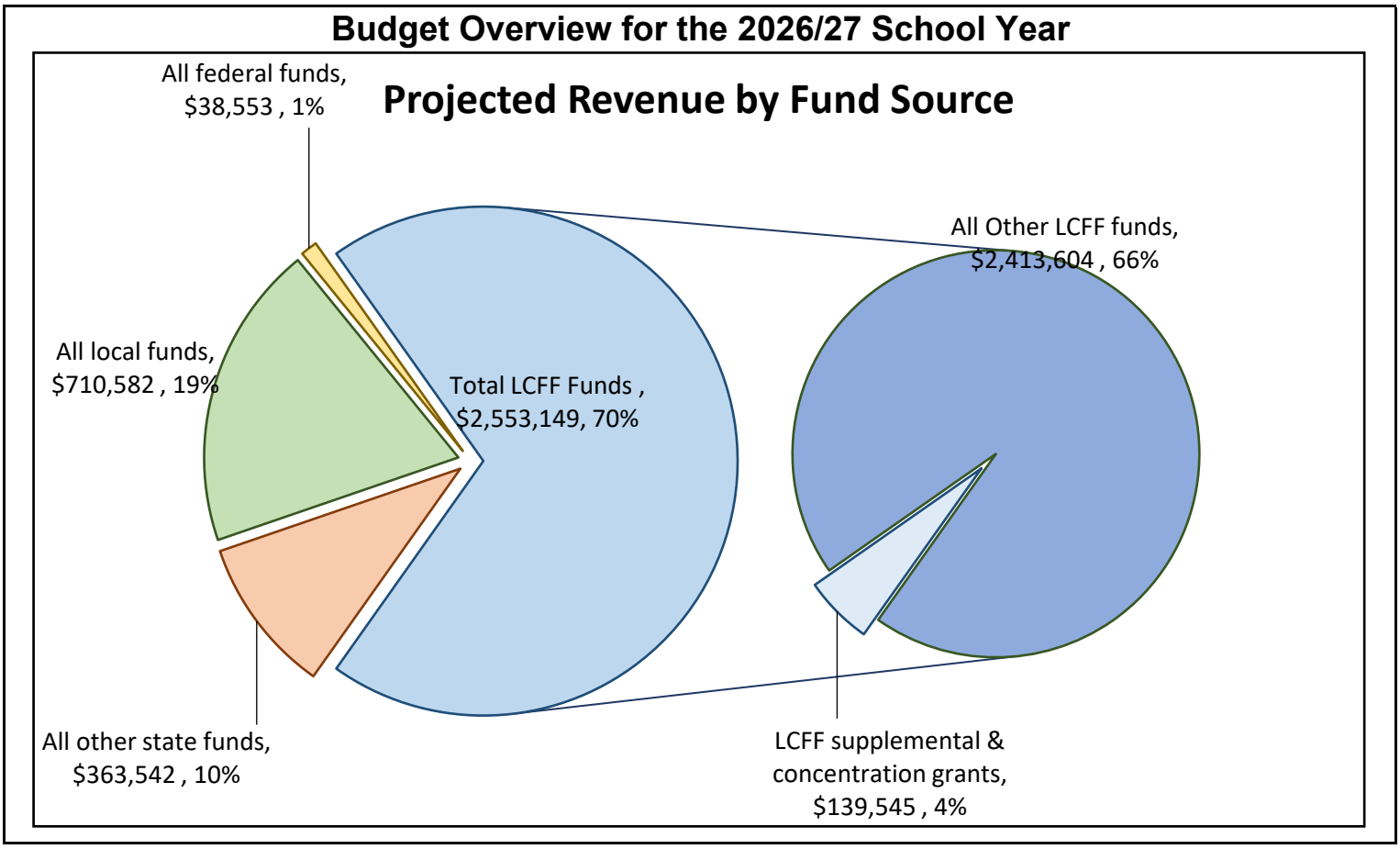
Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District

CDS Code: 51714076053292

School Year: 2026/27

LEA contact information: Maggie Irby; (530) 656-2407; maggiei@sutter.k12.ca.us

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).

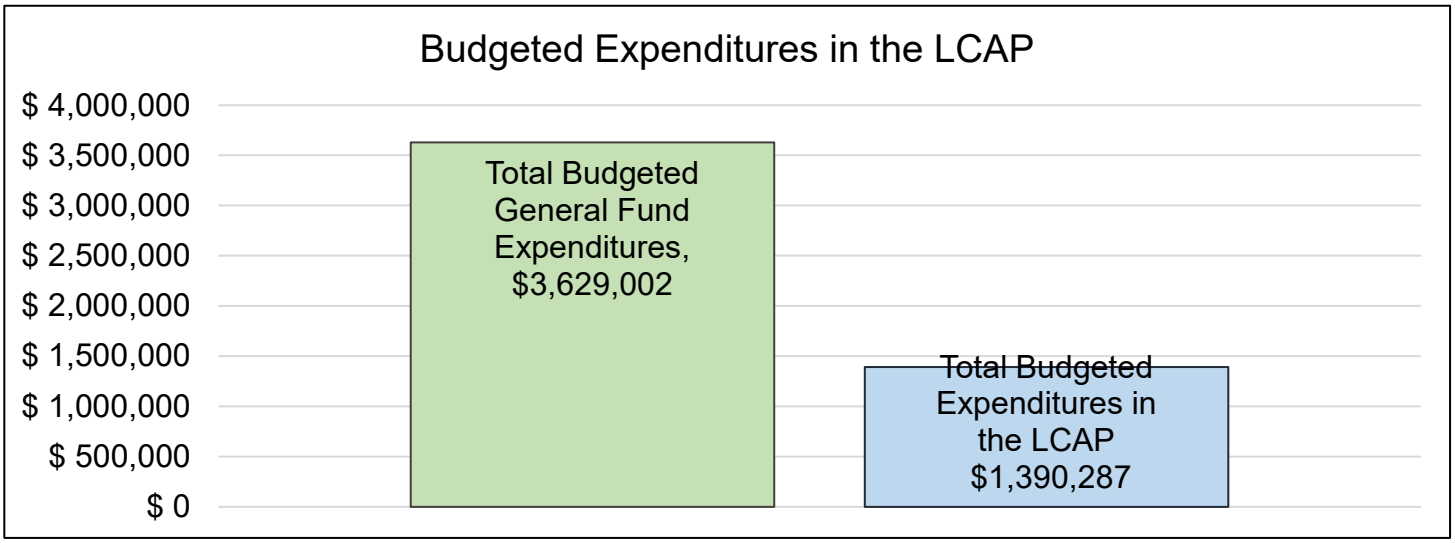


This chart shows the total general purpose revenue Marcum-Illinois Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Marcum-Illinois Union Elementary School District is $3,665,826.00, of which $2,553,149.00 is Local Control Funding Formula (LCFF), $363,542.00 is other state funds, $710,582.00 is local funds, and $38,553.00 is federal funds. Of the $2,553,149.00 in LCFF Funds, $139,545.00 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 Marcum-Illinois Union Elementary School District plans to spend for 2026/27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Marcum-Illinois Union Elementary School District plans to spend $3,629,002.00 for the 2026/27 school year. Of that amount, $1,390,287.00 is tied to actions/services in the LCAP and $2,238,715.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

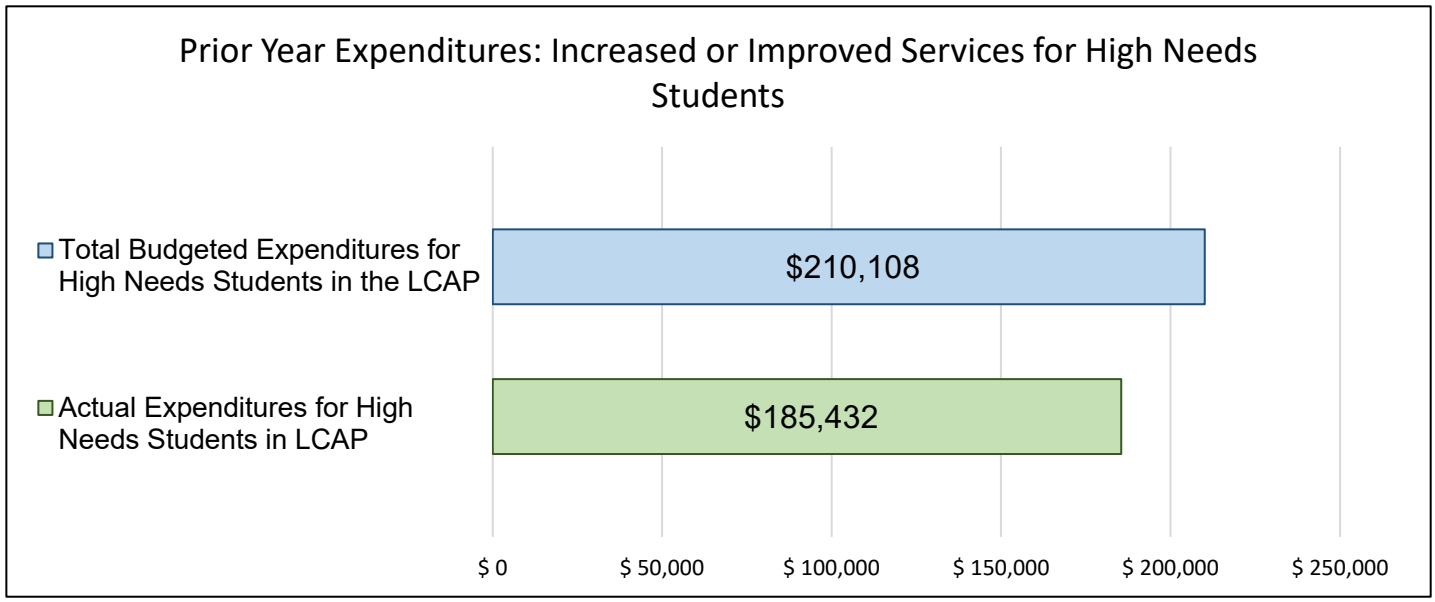
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

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

In 2026/27, Marcum-Illinois Union Elementary School District is projecting it will receive $139,545.00 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marcum-Illinois Union Elementary School District plans to spend $237,611.00 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 Marcum-Illinois Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Marcum-Illinois Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025/26, Marcum-Illinois Union Elementary School District's LCAP budgeted $210,108.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent $185,432.00 for actions to increase or improve services for high needs students in 2025/26. The difference between the budgeted and actual expenditures of $24,676.00 had the following impact on Marcum-Illinois Union Elementary School District's ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high needs students were lower than budgeted in 2025/26 because employee salary and benefit costs were lower than originally projected. This difference did not materially impact the implementation of planned actions and services, and we continued to provide the intended supports and services for high needs students.

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
Marcum-Illinois Union Elementary School District	Maggie Irby, Superintendent/Principal	Maggiei@sutter.k12.ca.us 530-656-2407

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 Marcum-Illinois Union Elementary School District (MIUESD), established in 1926, serves approximately 190 students in Transitional Kindergarten through eighth grades, as well as 3 and 4-year-olds in our state preschool. The mission of Marcum-Illinois School, to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards, is supported by all educational partners. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility so that they may participate productively in a democratic society.

Most of our students, 53.89%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 30.05% are Socioeconomically Disadvantaged (SED), 6.74% are English learners (EL), and 13.47% are Students with Disabilities (SWD). We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction of the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and support needed to assure the success of all students.

In addition to our state preschool, MIUESD supports after-school Gifted and Talented programs, sports, tutoring, and an after-school program (ASES) called "The Den" that provides literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

Marcum-Illinois Elementary School is a Title I Schoolwide Program (SWP) and because we are a single school district, we can use our LCAP as our School Plan for Student Achievement (SPSA).

Reflections: Annual Performance

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

Student Achievement

2025 California School Dashboard (Dashboard)

English Language Arts (ELA)

-All: 15.1 points above standard, increased 4.6 points
-SED: 35.4 points below standard, increased 9.4 points

Math
-All: 6.9 points above standard, increased 10 points
-SED: 49.1 points below standard, declined 8.5 points

Science
-All: 60 science points, increased 4.1 points

Winter 2026 Local Assessment – Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)
Percentage scoring in the 61st percentile or higher

Reading
-All: 47% winter 2026; 42% winter 2025; 48% winter 2024
-SED: 28.8% winter 2026; 22% winter 2025; 29.7% winter 2024
Math
-All: 50% winter 2026; 46% winter 2025; 32.7% winter 2024
-SED: 28.8% winter 2026; 28% winter 2025; 21% winter 2024

The 2025 Dashboard indicates overall improvement in ELA and Math for all students, while performance for the SED student group remains significantly below standard (Metric 5). In ELA, all students scored 15.1 points above standard, increasing 4.6 points, while SED students scored 35.4 points below standard but increased 9.4 points. As a result, the achievement gap between all students and the SED student group decreased from 55.3 points in 2024 to 50.5 points in 2025. In Math, all students scored 6.9 points above standard with a 10-point increase; however, SED students declined 8.5 points to 49.1 points below standard. As a result, the achievement gap widened in math to 56 points in 2025 from 37.5 in 2024.

CAASPP results confirm this trend (Metric 6). In ELA, the percentage of students meeting or exceeding standards increased for all students (64.54% in 2025 from 59.65% in 2024), while SED students remained relatively stable (50.0% from 50.95%), increasing the gap from 8.7 percentage points in 2024 to 14.54 percentage points in 2025. In Math, all students improved by 12.25 percentage points while SED students declined slightly by 1.72 percentage points, widening the gap from 6.18 percentage points in 2024 to 20.15 percentage points in 2025.

Winter 2026 MAP results showed improvement in the percentage of students scoring at or above the 61st percentile in Reading (All +5; SED +6.8) and Math (All +4; SED +0.8) (Metric 11). More students met growth projections in Reading (All +9.65; SED +13.7), while Math growth increased for our All student group but declined slightly for SED students. These results indicate improvement overall but ongoing performance gaps between all students and SED students.

During the 2025/26 school year our highly skilled teachers and six instructional aides directly supported students for intervention/tutoring. Early release collaboration time was used for regular data review; identification of underperforming students; development of intervention groups; and planning effective intervention. One hundred percent of students in the unduplicated student group and students with exceptional needs scoring Standard Not Met on local assessments received tutoring or tiered intervention. (Actions 1.1 & 1.2) These supports increased opportunities for targeted skill development because students received small-group instruction aligned to identified areas of need.

Despite progress, achievement gaps remain in ELA and Math, particularly for SED students. For 2026/27, professional development will focus on improving writing instruction and strengthening math instruction and intervention. Training will include structured writing strategies, explicit modeling, and use of common rubrics, as well as targeted math intervention practices and flexible grouping based on assessment data. This professional learning will support teachers in providing targeted instruction for SED students and other underperforming students. (Action 1.1) Teachers will provide targeted small-group instruction in ELA and Math using structured intervention cycles based on assessment data. Writing intervention blocks and math intervention cycles will be implemented for students performing below standard, prioritizing SED students. Instruction will focus on essential standards, targeted skill development, and frequent reassessment to adjust groups and supports. Instructional aides will support targeted intervention groups and assist with progress monitoring. Monthly data review meetings will include focused monitoring of SED student performance, identification of students needing additional support, and adjustment of intervention groups. Assessment data will be used to track progress, refine instruction, and ensure SED students receive targeted intervention to reduce achievement gaps. (Actions 1.2 and 1.3)

Engagement and School Climate

2025 California School Dashboard (Dashboard)

Chronic Absenteeism
-All: 4.4%, declined 2.6%
-SED: 8.5%, maintained -0.1%

Suspension
-All: 1.1%, declined 1.6%
-SED: 0%, declined 5.5%

2026 Surveys

Parents
- There is two-way communication between home and school: 100% in 2026; 100% in 2025; 88.9% in 2024
- My child's school is a friendly, welcoming environment for students, parents, and families: 100% in 2026; 100% in 2025; 98.2% in 2024

Students
- There is at least one adult on campus that I feel comfortable talking to if I have something bothering me or need help: 89.8% in 2026; 90.2% in 2025; 85% in 2024
- There are activities at school that I enjoy participating in: 92.5% in 2026; 93.2%in 2025; 93.8% in 2024
- Students bullying other students is a problem at my school: Never 45.4% in 2026; Never 50.5% in 2025; Never 34.5% in 2024

The actions in place in Goal 2 in the 2025/26 LCAP around engagement and school climate have been effective in decreasing chronic absenteeism and suspensions; supporting students' social-emotional needs; and maintaining our welcoming school environment. Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. The percentage of parents who say there is good two-way communication between home and school remains at 100% for the second consecutive year (Metric 11). Parent engagement is important at Marcum, and we have seen positive outcomes so we will maintain our Parent Engagement and Communication action. Teachers will continue to send at least one postcard for positive

reinforcement to each child during the year, and we will use social media to engage families by posting videos, pictures, and live streams of school events for families who are unable to attend in person. (Action 2.1)

Our 2025 Dashboard Suspension Rate declined 1.6% for our All student group keeping them in the Low (Green) performance level and declined 5.5% for our SED student group moving them from the Medium (Yellow) performance level to the Very Low (Blue) (Metric 7). On the 2023 Dashboard our All and SED student groups were in the Very High (Red) performance level, so we took decisive action to improve student behavior. We are pleased to see that the steps we have taken are continuing to positively impact student behavior so we will maintain Action 2.2 Student Behavior. Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have Houses that connect students across grade levels and give everyone a sense of belonging, and we regularly offer whole school events designed to bring students together as teams with a little friendly competition. Additional activities to improve student behavior include referrals to the school counselor as needed; a review of the behavior matrix with staff and students at the beginning the school year and periodically throughout the year; and Positive Behavior Intervention System (PBIS) incentives. (Action 2.2)

According to the 2025 Dashboard, our Chronic Absenteeism Rate declined from 7% in 2024 to 4.4% and is below our Target for Year 3 Outcome of 5% (Metric 5). Our April 2026 local Attendance Rate increased from 94.22% in 2025 to 95.73% (Metric 4). Attendance is improving and we would like it to improve even more, so we will maintain our attendance action to the 2026/27 LCAP. We will continue the “Miss a Day, Miss a Lot” attendance campaign with random prizes and offer Saturday School attendance make-up days. (Action 2.3)

Learning Recovery Emergency Block Grant (LREBG)

Goal 1; Actions 1.1, 1.2, and 1.3

Marcum-Illinois Union Elementary School District identified ongoing academic recovery needs in ELA and Mathematics based on Dashboard and local assessment data, particularly for students performing below grade-level expectations. Winter 2026 NWEA MAP results indicate that SED students continue to perform below all students in both reading and mathematics. Educational partner feedback also emphasized the need for continued academic intervention, targeted instructional support, and access to technology resources that support student learning and engagement.

To address these needs, we will utilize LREBG funds to support professional development for teachers (Action 1.1), individualized virtual tutoring provided by credentialed teachers through i-Tutoring (Action 1.2), and technology resources and instructional programs that support academic intervention and learning access (Action 1.3).

Professional development will emphasize evidence-based instructional practices aligned to the California Mathematics Framework and the English Language Arts/English Language Development Framework, including differentiated instruction, progress monitoring, and targeted intervention strategies. These supports are intended to strengthen foundational literacy and math proficiency because increasing teacher capacity to deliver data-informed instruction and targeted intervention improves the likelihood that students performing below grade-level expectations receive instruction aligned to their demonstrated academic needs.

Through i-Tutoring, students identified through assessment and progress monitoring data will receive individualized or small-group virtual instruction delivered by credentialed teachers. Tutoring sessions will target identified learning gaps in literacy and math because providing additional targeted instruction beyond the core instructional day increases opportunities for guided practice, immediate feedback, and intervention aligned to student academic needs.

Technology resources and instructional programs will support student access to digital learning platforms, intervention programs and assessment tools because consistent access to instructional technology increases opportunities for students to participate in learning recovery supports and engage with instructional materials aligned to classroom instruction and intervention goals.

Research supports evidence-based tutoring, targeted intervention, progress monitoring, and high-quality instructional practices as effective strategies for accelerating academic recovery and improving student achievement. The coordinated implementation of professional development, tutoring, and technology supports is intended to strengthen instructional consistency and expand access to academic intervention and learning recovery opportunities.

LREBG funds supporting this action: Action 1.1 - $22,575; Action 1.2 - $5,658; Action 1.3 - $35,432

Metrics used to monitor effectiveness include:
- Metric 11: Percentage of students scoring at or above the 61st percentile on NWEA MAP English Language Arts and Mathematics assessments.
- Progress monitoring and intervention data
- Student participation and engagement in tutoring and intervention supports

We will review student outcome data and educational partner feedback annually to evaluate the effectiveness of these LREBG-funded actions and determine ongoing learning recovery needs.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Marcum-Illinois actively sought the involvement and input of all educational partners as part of the development process for the 2025/26 LCAP and considered their input before finalizing the LCAP. 69	
Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Staff completed a survey in May 2026. Survey data was used for metrics to drive potential adjustments to goals and actions for the 2026/27 LCAP. All school staff had the opportunity to review data and to provide input toward the 2026/27 LCAP goals and actions during spring 2026.
Principals & Administrators	The Vice-Principal worked with the Superintendent/Principal throughout the LCAP process and participated in meetings to discuss the LCAP with educational partners including PAC and SSC.
Parents	The Mid-Year Update and a review of the MIUESD Dashboard was shared with parents during a Popcorn with the Principals meeting on February 9, 2026. Parent surveys were sent out in February 2026 and used to obtain data for metrics to drive goals and actions for the 2026/27 LCAP. In January and May 2026 parents were invited to attend our SSC meeting to review survey data, successes, needs, and discuss possible additions or changes to actions for the 2026/27 school year. Meetings and the availability of surveys were publicized through email messages and social media.
Students	Students in grades 3rd-8th were surveyed in February 2026 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the metrics to drive potential adjustments to actions for the 2026/27 LCAP. Our Student Council leaders served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC) School Site Council (SSC)	Throughout the 2025/26 school year progress toward goals and actions was shared with the PAC/SSC. The Mid-Year Update was shared with the group at a meeting on January 22, 2026. At this meeting the PAC/SSC reviewed survey data, successes, needs, and discussed potential adjustments to actions for the 2026/27 school year. In May 2026, we consulted with our PAC/SSC on the draft LCAP prior to adoption by the board.
ELAC/DELAC	N/A, fewer than 21 English learners
SELPA	Meeting February 26, 2026
Board of Trustees	Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results

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

Educational partner feedback influenced the continuation and refinement of actions in Goals 1 and 2. Teachers and administrators emphasized the value of Monday early release time dedicated to professional development and collaboration focused on using data to plan and deliver effective intervention. In response, we will maintain early release professional development and continue instructional coaching, with an increased focus on writing instruction and math intervention. (Goal 1, Action 1.1)

Educational partners also identified targeted intervention as an important support for student learning. Parents expressed appreciation for the academic support their children receive, and staff noted the importance of continued progress monitoring. Based on this feedback, the district will maintain actions supporting targeted intervention, progress monitoring, and use of assessment systems to identify student needs. (Goal 1, Actions 1.2 and 1.3)

Parents and staff highlighted strong home-school communication and the positive impact of school events and outreach. To maintain these strengths, we will continue the Parent Engagement and Communication action, including positive postcards, social media communication, and family engagement opportunities. (Goal 2, Action 2.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

This goal was developed to improve the academic achievement of all students. The actions and services linked to this goal concentrate on professional development to improve instructional practices, data analysis, and delivery of targeted interventions across the grade levels, for all students, especially our SED and EL students.

The 2025 Dashboard shows that in ELA all students improved from 10.5 points above the standard in 2024 to 15.1 points in 2025, while the SED student group increased 9.4 points to 35.4 points below standard. There is a gap of 50.5 points (55.3 in 2024) between our All and SED student groups in ELA and the gap widened in Math from 37.5 points in 2024 to 56 points in 2025

Results on the 2025 CAASPP were mainly positive with more students in all student groups scoring Standard Met/Exceeded in ELA shown as (2025, 2024) - All: 64.54%, 59.65%; White: 69.11%, 65.15%; Hispanic 51.51%, 52.78%; SED: 50.0%, 50.95%. All student groups except our SED student group improved in Math (All: +12.25 percentage points; White: +9.43 percentage points; Hispanic +17.93 percentage points; SED -1.72 percentage points. In Science there were some increases and some decreases in the number of students scoring Standard Met/Exceeded. All: +6.77 percentage points; White: +12.96 percentage points; Hispanic: -23.48 percentage points; SED -16.49 percentage

points. The gap in the percentage of students scoring Standard Met/Exceeded in ELA and Math has increased as our All student group continues to make increases and our SED student group declines slightly. In ELA in 2024 the difference in the percentage of students meeting the standard in the All student group compared to the SED student group was 8.7% but in 2025 the difference is 14.54% and in Math in 2024 the gap was 6.18%, but in 2025 it is 20.15%.

Comparing winter 2025 to winter 2026, MAP testing showed positive results with more students scoring at or above the 61st percentile in ELA (All: +5%; SED: +6.8%) and in Math (All: +4%; SED: +0.8%). More students are meeting their growth projections in ELA (All: +9.65%; SED: +13.7%) but in Math only our All student group increased (All: 8.87%; SED: -4.4%). Even with gains there remains a performance gap in Reading/ELA and Math between All students and SED students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A - Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 80% Misassignments: 20% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 90% Misassignments: 10% Vacancies: 0%	October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	Appropriately assigned and fully credentialed: +10 Misassignments: -10 Vacancies: 0
2	Priority 1B - Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Priority 2A - Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool - Priority 2	January 2024 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2025 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2026 ELA: 4 ELD: 3 Mathematics: 4 NGSS: 4 HSS: 3	January 2027 ELA: 5 ELD: 5 Mathematics: 4 NGSS: 4 HSS: 4	ELA: 0 ELD: -1 Mathematics: 0 NGSS: 0 HSS: -1
4	Priority 2B - Percentage of English learners scoring at or above the 61st percentile on the winter Reading NWEA MAP assessment Source: Local Assessment (NWEA MAP)	Winter 2024 0%	Winter 2025 0%	Winter 2026 23%	Winter 2027 20%	+23 Percentage Points
5	Priority 4A - Distance from Standard Met on CAASPP (*points above/below standard*) Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 8 above White: 20.5 above Hispanic: 24.8 below SED: 40.5 below <u>Math</u> All: 13.4 below White: 1.5 below Hispanic: 39.1 below SED: 59 below	2024 Dashboard <u>ELA</u> All: 10.5 above White: 22.1 above Hispanic: 21.6 below SED: 44.8 below <u>Math</u> All: 3.1 below White: 8.6 above Hispanic: 31.7 below SED: 40.6 below <u>Science</u> All: 8.6 below *Added 2025*	2025 Dashboard <u>ELA</u> All: 15.1 above White: 28.4 above Hispanic: 20.1 below SED: 35.4 below <u>Math</u> All: 6.9 above White: 18.3 above Hispanic: 23.4 below SED: 49.1 below <u>Science</u> All: 60 science points	2026 Dashboard <u>ELA</u> All: 12 above White: 25 above Hispanic: 15 below SED: 25 below <u>Math</u> All: At Standard White: ~~5~~ 10 above Hispanic: 15 below SED: 25 below <u>Science</u> All: 3 below *Updated 2025*	<u>ELA</u> All: +7.1 White: +7.9 Hispanic: +4.7 SED: +5.1 <u>Math</u> All: +20.3 White: +19.8 Hispanic: +15.7 SED: +9.9 <u>Science</u> N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4A - Percentage of students meeting and exceeding (Level 3 or 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> All: 57.38% White: 59.74% Hispanic: 48.48% SED: 36.59% <u>Math</u> All: 50.82% White: 55.84% Hispanic: 42.42% SED: 26.83% <u>Science</u> All: 26.83% White: 29.16% Hispanic: 9.09% SED: 6.67%	2024 CAASPP <u>ELA</u> All: 59.65% White: 65.15% Hispanic: 52.78% SED: 50.95% <u>Math</u> All: 49.57% White: 58.21% Hispanic: 30.55% SED: 43.39% <u>Science</u> All: 38.23% White: 38.89% Hispanic: 41.66% SED: 30.77%	2025 CAASPP <u>ELA</u> All: 64.54% White: 69.11% Hispanic: 51.51% SED: 50.00% <u>Math</u> All: 61.82% White: 67.64% Hispanic: 48.48% SED: 41.67% <u>Science</u> All: 45.00% White: 51.85% Hispanic: 18.18% SED: 14.28%	2026 CAASPP <u>ELA</u> All: ~~62%~~ 65% White: ~~65%~~ 68% Hispanic: ~~51%~~ 55% SED: ~~45%~~ 48% <u>Math</u> All: 53% White: ~~58%~~ 60% Hispanic: 46% SED: 33% <u>Science</u> All: ~~32%~~ 35% White: ~~35%~~ 40% Hispanic: ~~12%~~ 45% SED: ~~12%~~ 35% *Updated 2025*	Percentage Points <u>ELA</u> All: +7.16 White: +9.37 Hispanic: +3.03 SED: +13.41 <u>Math</u> All: +11 White: +11.80 Hispanic: +6.06 SED: +14.84 <u>Science</u> All: +18.17 White: +22.69 Hispanic: +9.09 SED: +7.61
7	Priority 4E - Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard and/or ELPAC	2023 Dashboard 35.7%	2024 Dashboard Fewer than 11 students – data not displayed for privacy Spring 2025 ELPAC 20%	2025 Dashboard Fewer than 11 students – data not displayed for privacy Spring 2026 ELPAC 38.46%	2026 Dashboard 50%	Dashboard N/A ELPAC +18.46 Percentage Points
8	Priority 4F - Number of English learners who are reclassified Source: Local Data	2023/24 School Year 2 (12 EL)	2024/25 School Year 1 (10 EL)	2025/26 School Year 1 (13 EL)	2026/27 School Year ≥1	 -1 Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Priority 7A - Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 Health Education: 4 Physical Education: 4 VAPA: 4	January 2025 Health Education: 4 Physical Education: 4 VAPA: 5	January 2026 Health Education: 2 Physical Education: 2 VAPA: 3	January 2027 Health Education: 4 Physical Education: 5 VAPA: ~~4~~ 5 *Updated 2025*	Health Education: -2 Physical Education:-2 VAPA: -1
10	Priorities 7B/C- Percentage of unduplicated students and students with exceptional needs scoring in the 20th percentile or lower on the fall NEWA MAP Reading and/or Math assessment receiving intervention. Source: Attendance in programs	November 2023 ELA: 100% Math: 100%	November 2024 ELA: 100% Math: 100%	November 2025 ELA: 100% Math: 100%	November 2026 ELA: 100% Math: 100%	No Difference
11	Priority 8 - Percentage of students (K-8th) scoring at or above the 61st percentile on the winter NWEA MAP Source: NWEA MAP	Winter 2024 <u>ELA</u> All: 48% SED: 29.7% <u>Math</u> All: 32.7% SED: 21%	Winter 2025 <u>ELA</u> All: 42% SED: 22% <u>Math</u> All: 46% SED: 28%	Winter 2026 <u>ELA</u> All: 47% SED: 28.8% <u>Math</u> All: 50% SED: 28.8%	Winter 2027 <u>ELA</u> All: 55% SED: 35% <u>Math</u> All: ~~40~~% ≥48% SED: ~~28~~% ≥30% *Updated 2025*	Percentage Points <u>ELA</u> All: -1 SED: -0.9 <u>Math</u> All: +17.3 SED: +7.8

Insert or delete rows, as necessary.

Goal Analysis for 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, we implemented the actions in Goal 1 as described in our adopted LCAP. We maintained our Monday early release professional development time and used it for reviewing assessment data, planning interventions, and engaging in focused professional learning. The Director of Student Services led this work by supporting teachers in analyzing initial and progress monitoring data, organizing intervention cycles, and refining instructional practices. Our PD included Step Up to Writing training, participation in the Sutter County Math Matters series, development of grade-span common writing assessments, review of interim assessments, and initial review of approved math curriculum materials aligned to our developing math vision. (Action 1.1)

We also delivered structured intervention. Each grade span (K-2, 3-5, and 6-8) had a scheduled daily intervention block. At the beginning of each 4–6 week cycle, students took pre-assessments aligned to specific math standards, were grouped based on identified needs, and progress was monitored before regrouping. Families received Intervention Placement Communication forms so they knew the focus of their child's intervention cycle. Monday early release time was used to review MAP, Edmentum, classroom, and writing data, with particular attention to the progress of our SED student group, as planned. The Director of Student Services worked alongside teachers to identify underperforming students and determine the most appropriate intervention supports. In addition to core classroom intervention, we provided supplemental supports as described. We had six aides directly supporting intervention and tutoring during the school day. Teachers used Reading Horizons in grades 1–2 as a reading intervention program. We contracted with Full Mind to provide after-school ELA tutoring and also offered after-school math tutoring. We purchased and implemented Step Up to Writing to strengthen vocabulary development and writing instruction. (Action 1.2)

Our technology systems were implemented as described. Illuminate continued to serve as our data management system, allowing us to efficiently review assessment data by student group and generate reports. MAP and FastBridge Fluency assessments were administered three times per year, and students actively used Edmentum as a personalized learning tool to support targeted skill development. (Action 1.3)

There were no major substantive differences between what we planned and what we implemented. Adjustments were primarily logistical, such as the number of aides directly assigned to intervention and expanding tutoring through a contracted provider, which strengthened our ability to deliver services. (Action 1.2) A key success this year has been the consistency of our intervention cycles and the intentional use of assessment data to drive grouping and instructional decisions. A continuing challenge is balancing time and staffing to address both math and writing priorities while maintaining strong progress monitoring systems.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1. We slightly overestimated the cost of employees in Action 1.2 but overall, we spent 98.96% of what we budgeted for actions and services.

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

Actions 1.1 Certificated Staff/PD; 1.2 Support Academic Achievement; and 1.3 Technology to Support Academic Achievement encompassed our high-quality instructional program, professional development, and student support systems and have largely proven to be effective in moving us toward Goal 1 and our Target for Year 3 Outcomes during Year 2 of this three-year LCAP cycle, as demonstrated by progress across multiple state and local metrics.

At Marcum-Illinois, we continue to prioritize recruiting and retaining skilled certificated staff as the foundation of a high-quality instructional program. In October 2023, 80% of teachers were appropriately assigned and fully credentialed, with 20% misassignments. In October 2024, we exceeded our baseline and achieved 100% appropriately assigned and fully credentialed teachers; however, this declined to 90% in 2025 (Metric 1). Access to standards-aligned instructional materials has remained at 100% from baseline through 2025 (Metric 2). Professional learning implementation (Metric 3) has remained strong in ELA, Mathematics, and NGSS, sustaining a level 4 implementation rating from baseline through 2025, while ELD and HSS experienced slight declines. We continued to provide intervention to 100% of students scoring at or below the 20th percentile on the fall MAP assessment (Metric 10), ensuring that struggling students received targeted support through structured intervention cycles.

State assessment results show that these actions are helping us make overall academic progress. The 2025 Dashboard reports that in ELA, our All student group improved from 8 points above standard in 2023 to 15.1 points above standard in 2025. All other student groups also increased. Although we saw improvement across groups, the gap between all students and our SED student group increased slightly from 48.5 points in 2023 to 50.5 points in 2025 (Metric 5). The 2025 CAASPP results were positive in ELA. The percentage of students scoring Standard Met/Exceeded increased for all student groups compared to baseline: All (64.54% in 2025 from 57.38% at baseline), White (69.11% from 59.74%), Hispanic (51.51% from 48.48%), and SED (50% from 36.59%) (Metric 6). The CAASPP ELA percentage gap between all students and the SED student group narrowed from 20.79 percentage points in 2023 to 14.54 percentage points in 2025. While state results show growth, our local assessment data tells a more mixed story. The percentage of students scoring at or above the 61st percentile on the winter MAP assessment did not show the same improvement from baseline (All: 47% winter 2026 from 48% at baseline; SED: 28.8% from 29.7%).

In Mathematics, all student groups showed strong growth in distance from standard on the 2025 Dashboard compared to baseline: All +20.3 points; White +19.8 points; Hispanic +15.7 points; and SED +39.9 points (Metric 5). However, the gap between all students and our SED student group increased from 45.6 points in 2023 to 56 points in 2025. The 2025 CAASPP Math results were also positive compared to baseline. Although not as strong as ELA, the CAASPP math gap narrowed from 23.99% in 2023 to 20.15% in 2025 (Metric 6). In contrast to ELA, our MAP results showed growth from baseline in Math (All +17.3%; SED +7.8%).

Science results were also positive, with all student groups increasing the percentage of students scoring Standard Met/Exceeded as compared to baseline (All +18.17%; White +22.69%; Hispanic +9.09%; SED +7.61%), demonstrating the impact of Year 1 science training and sustained instructional focus.

English learner progress toward English proficiency also improved. Spring 2026 ELPAC results showed that 38.46% of English learners increased at least one proficiency level compared to 20% in Spring 2025 (Metric 7). This increase suggests that designated and integrated ELD instruction, targeted intervention, and instructional supports contributed to stronger English language development because students demonstrated measurable growth in English proficiency levels over time.

The LREBG-funded portion of actions under Goal 1 use Metric 11 to measure effectiveness. Local data provides early evidence of impact. The percentage of students scoring at or above the 61st percentile on the winter MAP assessment (Metric 11) increased in 2026 from 2025 (All students: 47%, up from 42%; SED: 28.8%, up from 22%). ELA growth data (MAP fall 2025 to winter 2026) further demonstrates effectiveness. Students met or exceeded projected growth targets (All: +9.65%; SED: +13.7%; EL: +5.07%; SWD: +2.05%). This growth indicates that LREBG-funded professional development and research-supported writing and vocabulary instruction are strengthening instructional practice resulting in accelerated academic growth, particularly for the SED group. Although growth has increased, outcomes are below the target. Continued implementation and monitoring through Metric 11 will determine whether these actions result in increased proficiency over time.

These results show that Actions 1.1 and 1.2, which focus on improving instruction, reviewing data regularly, and providing targeted intervention, are contributing to stronger ELA outcomes, especially for our SED students. Our math-focused professional development is also having a positive impact overall. Action 1.3 has ensured that technology and instructional resources are available to support the implementation of standards-based curriculum and assessment systems. Maintaining 100% access ensures that instructional delivery aligns with state standards and supports equitable access for all students.

Although overall results indicate that Actions 1.1–1.3 are contributing to academic progress, achievement gaps between all students and the SED student group persist, particularly in math, and growth across local and state measures is inconsistent. Adjustments to actions can be found in prompt 4.

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.

Refinements were made to Goal 1 actions to address persistent achievement gaps between all students and the SED student group, particularly in Math, increase monitoring of SED student progress, and to strengthen writing instruction.

Action 1.1 was revised to enhance professional development in structured writing instruction, math intervention strategies, flexible grouping, use of assessment data to monitor SED student progress, and implementation of structured writing and math intervention cycles for students performing below standard. Math preadoption was removed since that has been done.

Action 1.2 was refined to implement structured writing intervention blocks, targeted math intervention cycles, scheduled daily intervention time, and ongoing progress monitoring, prioritizing SED students. After-school tutoring was replaced with intervention during the school-day and supplemental curriculum was removed since it was purchased.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff/PD	Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff. Maintain early release Monday professional development for regular data review, intervention planning, and professional learning. The Director of Student Services will plan and deliver professional development and provide onsite coaching. PD topics include: ○ Use of assessment data to monitor SED student performance, adjust intervention groups, and provide targeted instructional support based on identified areas of need. ○ ELA: Framework and standards related to effective expression; structured writing strategies; use of common rubrics; modeling of effective writing practices; and implementation of structured writing intervention blocks ○ Math: Framework and standards; strengthening math intervention strategies, including targeted skill-based instruction, flexible grouping, use of assessment data to identify student needs, and implementation of targeted math intervention cycles for students performing below standard, prioritizing SED students ○ Attend county-provided ELD professional development, as available ○ Continue SCSOS science training for teachers in grades TK–8 LREGB funded action – See Annual Progress	$1,041,694 *($22,575 LREGB Funds)*	No

Action #	Title	Description	Total Funds	Contributing
1.2	Support Academic Achievement	Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, Homeless, and Foster Youth). Components include: o A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention o Use Monday early release days for regular data review (MAP, Edmentum, classroom data); identification of underperforming students and development of intervention groups with progress monitoring; and review of SED student performance. o Implement structured writing intervention blocks for students performing below standard, prioritizing SED students, using targeted skill instruction and common writing expectations. o Implement targeted math intervention cycles using assessment data to regroup students and provide focused instruction on essential standards, with priority for SED students. o Adjust intervention groups regularly based on progress monitoring data to ensure students receive timely support and movement between groups as skills improve. o Each grade span (K-2, 3-5, and 6-8) will have a scheduled daily intervention time. At the beginning of each 4-5 week intervention cycle, students will take a pre-assessment for specific standards. Based on results and classroom data, teachers will group students by identified needs and families will receive an “Intervention Placement Communication” form outlining targeted skills. o Teachers will provide small-group instruction focused on targeted skills and mastery of essential standards, with eight instructional aides supporting o Virtual tutoring with a credentialed teacher through i-Tutoring LREGB funded action – See Annual Progress	$254110 *($5,658 LREGB Funds)*	Yes
1.3	Technology to Support Academic Achievement	o Illuminate as a data management system to efficiently obtain assessment data for student groups and create reports to view all assessment data holistically o A comprehensive assessment system (MAP & FastBridge) o Edmentum, a personalized learning program o Technology support programs LREGB funded action – See Annual Progress	$59,088 *($35,432 LREGB Funds)*	No

Goal

Goal #	Description	Type of Goal
2	Ensure the school is a safe, engaging, and inclusive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, & 6

An explanation of why the LEA has developed this goal.

Educational partner feedback and a review of the 2025 California School Dashboard and local data indicate a need to maintain progress in parent engagement and communication, while continuing to improve attendance and student behavior outcomes.

Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. One hundred percent of parents who responded to the 2026 Parent Survey say there is good two-way communication and the school is a friendly, welcoming environment for students, parents, and families. Educational partners attribute this to consistent outreach, school events, and relationship-building efforts. When surveyed in February 2026, 89.8% of students say there is at least one adult on campus that they feel comfortable talking to if they have something bothering them or need help compared to 90.2% in 2025 and 45.4% say bullying is never a problem compared to 50.5% in 2025 indicating a need to continue strengthening school climate and student supports.

Dashboard data reports significant improvement in student behavior and attendance. Our 2025 Dashboard Suspension Rate declined 1.6% for our All student group keeping them in the Low (Green) performance level and declined 5.5% for our SED student group moving them from the Medium (Yellow) performance level to the Very Low (Blue). On the 2023 Dashboard our All and SED student groups were in the Very High (Red) performance level, so we took decisive action to improve student behavior. We are pleased to see that the steps we have taken are continuing to positively impact student behavior.

According to the 2025 Dashboard, our Chronic Absenteeism Rate declined from 7% to 4.4% and is below our Target for Year 3 Outcome of 5%. Our April 2026 local Attendance Rate increased from 94.22% in 2025 to 95.73%. Attendance is improving and we would like it to improve even more.

Although outcomes are positive, the data indicates a continued need to sustain and refine these systems, particularly to address slight declines in student perception data and to maintain strong attendance and behavior outcomes over time. Therefore, we will maintain Goal 2 actions in the 2026/27 LCAP to continue increasing student engagement, strengthening school climate, and supporting positive attendance and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C - Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 99% Exemplary	November 2024 98.62% Good	November 2025 97.72% Good	September 2026 Exemplary	-1.28% and one level
2	Priority 3A - Percentage of parents who agree that they have opportunities to provide input on school policies and programs Source: Local Parent Survey	February 2024 91.7%	February 2025 91.1%	February 2026 93.8%	February 2027 ≥95%	+2.1 Percentage Points
3	Priority 3B/C- Percentage of parents who attended Trimester 1 Parent/Teacher Conferences Local Parent Survey	November 2023 All: 94.9% SED: 89% EL: 86% SWD: 100%	November 2024 All: 96% SED: 91% EL: 88% SWD: 100%	November 2025 All: 97% SED: 97% EL: 100% SWD: 96%	November 2026 All: 97% SED: 93% EL: 90% SWD: 100%	Percentage Points All: +2.1 SED: +8 EL: +14 SWD: -4
4	Priority 5A - Attendance Rate Source: P2 Attendance Report	April 2024 92.38%	April 2025 94.22%	April 2026 95.73%	April 2027 ≥95%	+3.35 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 5B - Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard All: 10% White: 10.1% Hispanic: 6.7% SED: 18.9% SWD: 21.2%	2024 Dashboard All: 7% White: 7.3% Hispanic: 5.2% SED: 8.6% SWD: 10.3%	2025 Dashboard All: 4.4% White: 4.3% Hispanic: 4% SED: 8.5% SWD: 9.1%	2026 Dashboard All: 5% White: 6% Hispanic: 5% SED: 10% SWD: 15%	Percentage Points All: -5.6 White: -5.8 Hispanic: -2.7 SED: -10.4 SWD: -12.1
6	Priority 5C - Middle School Dropout rate Source: Local SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
7	Priority 6A - Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard All: 4% White: 5% Hispanic: 3.3% SED: 9.2% SWD: 2.9%	2024 Dashboard All: 2.6% White: 3.6% Hispanic: 1.7% SED: 5.5% SWD: 3.3%	2025 Dashboard All: 1.1% White: 1.7% Hispanic: 0% SED: 0% SWD: 5.9%	2026 Dashboard All: 2% White: 3% Hispanic: 1% SED: 2% SWD: 2%	Percentage Points All: -2.9 White: -3.2 Hispanic: -3.3 SED: -9.2 SWD: +3
8	Priority 6B - Percentage of students expelled at any time during the school year Source: Student Information System	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
9	Priority 6C - Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	February 2024 Students: 96.5% Parents: 100% Staff: 100%	February 2025 Students: 99% Parents: 94.1% Staff: 100%	February 2026 Students: 99% Parents: 100% Staff: 85.7%	February 2027 Students: 98% Parents: 100% Staff: 100%	Percentage Points Students: +2.5 Parents: 0 Staff: -14.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priority 6C - Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	February 2024 Students: 85% Parents: 91.7% Staff: 96.7%	February 2025 Students: 90.2% Parents: 100% Staff: 100%	February 2026 Students: 100% Parents: 100% Staff: 89.3%	February 2027 Students: 90% Parents: 95% Staff: 98%	Percentage Points Students: +15 Parents: +8.3 Staff: -7.4%
11	Priority 6C – Percentage of parents who say there is good two-way communication between home and school. Source: Local Survey	February 2024 88.9%	February 2025 100%	February 2026 100%	February 2027 ≥95%	+11.1 Percentage Points

Insert or delete rows, as necessary.

Goal Analysis for 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, Actions 2.1 Parent Engagement and Communication; 2.2 Student Behavior; and 2.3 Attendance were implemented as planned during Year 2 of this three-year LCAP cycle. The focus remained on strengthening family engagement, promoting positive school culture, and improving attendance through consistent systems and proactive monitoring.

We continued hosting engagement events including Back to School Night, Parent-Teacher Conferences, the Pumpkin Carving/Decorating Contest, and the Winter Program. Communication systems remained consistent through Facebook, Bright Arrow, Alma, newsletters, text messages, emails, and our website. Teachers and staff implemented the positive postcard initiative, sending postcards to students. (Action 2.1)

Our House system and PBIS structures strengthen student connectedness and reduced behavior concerns. House Challenges were led during Fun Friday and ROAR Assembly events, with students and staff participating in specific challenges and school-wide events allowing all students to participate. ROAR behaviors and Paw Pride Tickets continued, with weekly recognition and one school-wide prize level achieved. We periodically reviewed the behavior matrix, provided supervision training to support staff, monitored discipline data with a focus

on SED students, notified families when interdistrict expectations were not met, and funded a part-time school counselor. These systems were implemented as described and provided structured support for behavior improvement. (Action 2.2) [84]

Attendance efforts continued as planned. The “Miss a Day, Miss a Lot” campaign remained in place with random incentives. Two Saturday School sessions were offered, and students not meeting attendance expectations were notified and placed on probation when appropriate. (Action 2.3)

There were no substantive differences between planned actions and actual implementation. A continuing challenge is ensuring that increased engagement and positive behavior systems translate into measurable improvements in discipline and attendance outcomes, particularly for SED students. Ongoing monitoring of data will guide refinement in Year 3. Overall, Goal 2 actions were implemented with consistency and fidelity. The engagement, behavior, and attendance systems in place provide a stable foundation for continued improvement.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2. We spent about 96% of what we budgeted for actions and services.

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

Actions 2.1 Parent Engagement and Communication; 2.2 Student Behavior; and 2.3 Attendance encompassed our efforts to strengthen family engagement, improve student behavior, and increase attendance and have largely proven to be effective in moving us toward Goal 2 and our Target for Year 3 Outcomes during Year 2 of this three-year LCAP cycle, as demonstrated by progress across multiple state and local metrics.

At Marcum-Illinois, we continue to prioritize strong communication systems and meaningful engagement opportunities for families as the foundation of a positive school culture. The percentage of parents who report having opportunities to provide input remained high at 93.8% and have consistently gone up each year (Metric 2). Attendance at Trimester 1 Parent-Teacher Conferences increased for most student groups from baseline to Year 2: All students increased from 94.9% to 97%; SED students from 89% to 97%; EL students from 86% to 100%; and the only decline is for Students with Disabilities who went from 100% to 96% (Metric 3). In addition, 100% of parents reported good two-way communication between home and school in 2025, an increase from 88.9% at baseline (Metric 11). These results indicate that our communication systems, outreach efforts, and engagement activities are strengthening school-home partnerships.

Attendance data demonstrates that these actions are contributing to improved student engagement. The overall attendance rate increased from 92.38% at baseline to 95.73% in Year 2 (Metric 4). Chronic absenteeism decreased significantly across student groups from the 2023 Dashboard to the 2025 Dashboard: All students decreased from 10% to 4.4%; White from 10.1% to 4.3%; Hispanic from 6.7% to 4%; SED from 18.9% to 8.5%; and SWD from 21.2% to 9.1% (Metric 5). These reductions reflect substantial improvement, particularly for SED and SWD students. Middle school dropout rates and expulsions remained at 0%, indicating continued stability in student engagement (Metrics 6 and 8).

Student behavior outcomes also show strong progress. Suspension rates decreased significantly from the 2023 Dashboard to the 2025 Dashboard. Overall suspensions decreased from 4% to 1.1%; White suspensions decreased from 5% to 1.7%; SED suspensions decreased

from 9.2% to 0%; and Hispanic suspensions decreased from 3.3% to 0% (Metric 7). While suspensions for students with disabilities increased 3% to 5.9%, this subgroup remains an area for continued monitoring and targeted support. 85

School climate indicators further support the effectiveness of these actions. In Year 2, 99% of students reported feeling safe at school compared to baseline (96.5%), and student connectedness increased from 85% at baseline to 100% in Year 2 (Metrics 9 and 10). Parent and staff perceptions of safety and connectedness also remained high, reflecting the positive impact of our House system, PBIS implementation, and structured engagement activities.

These results show that Actions 2.1, 2.2, and 2.3, which focus on strengthening communication, promoting positive school culture, and improving attendance systems, are contributing to reduced chronic absenteeism, decreased suspension rates, and increased student connectedness. While most indicators show improvement, cont

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.

Action 2.2 was refined to include monitoring of student behavior data, with a specific focus on Students with Disabilities, as this subgroup showed an increase in suspension rates.

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	Parent Engagement and Communication	○ Continue to promote parent involvement through parent information opportunities such as: Back to School Night; Parent Teacher Conferences; Popcorn with the Principals ○ Communication systems using: Bright Arrow; Alma ○ Teachers will continue to send at least one postcard for positive reinforcement to each child per year. ○ Maintain social media to engage families (videos, pictures, and live streams of school events) Engaging school events include: Pumpkin Carving/Decorating Contest; Assemblies; Movie Nights; Winter Program; Open House	$8,458	No
2.2	Student Behavior	Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have *Houses* that connect students across grade levels and give everyone at the school a sense of belonging. We regularly offer whole school events designed to bring students together as teams with a little friendly competition. The following actions to address the need to improve student behavior will be continued: ○ Director of Student Services will continue to examine suspension data from the previous three years for SED students to gather data on trends and root causes. Data will be used when developing strategies to decrease suspension rates for SED students ○ Director of Student Services will continue to monitor the patterns and trends of discipline for all students but especially for our SED and SWD student groups and develop and implement strategies to decrease behavior incidents ○ Notify students and families who are not meeting the terms of interdistrict contracts (place on probation when appropriate) ○ Fund a part-time school counselor and refer to school counselor as needed ○ Training for support staff (student supervision) and Improve supervision efficiency ○ Review behavior matrix with staff and students at the beginning of the school year and periodically throughout the year	$24,446	No

Action #	Title	Description	Total Funds	Contributing
2.3	Attendance	Reducing absences and improving student attendance are crucial for student success. Actions that will be maintained include: o Attendance campaign, “Miss a Day, Miss a Lot” with random attendance incentives o Saturday School o Notify students and families who are not meeting the terms of interdistrict contracts regarding attendance (place on probation when appropriate)	$2,491	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$139,545	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.36%	0%	$0.00	6.36%

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 #(s)	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
Goal 1, Action 1.2 Support Academic Achievement	The 2025 Dashboard shows continued improvement for all students, but persistent gaps for the SED student group. In ELA, all students scored 15.1 points above standard while SED students scored 35.4 points below standard. In Math, all students scored 6.9 points above standard, but SED students declined to 49.1 points below standard, widening the gap. (Metric 5) The 2025 CAASPP results show similar trends. In ELA, 64.54% of all students met or exceeded standard compared to 50% of SED students. In Math, 61.82% of all students met or exceeded standard compared to 41.67% of SED students. (Metric 6) Winter 2026 MAP results also show gaps, with 47% of all students and 28.8% of SED students scoring at or above the 61st percentile in Reading, and 50% of all students compared to 28.8% of SED students in Math. (Metric 11) Educational partner input from parents and teachers identified the continued need for targeted intervention and structured use of assessment data. These data demonstrate a need for additional small-group instruction, structured intervention cycles, and ongoing progress monitoring for unduplicated students.	Although overall academic performance has improved, achievement gaps between All students and the SED student group persist in ELA and Math. We will continue Action 1.2 with refinements including structured writing intervention, targeted math intervention cycles, and ongoing progress monitoring. The Director of Student Services and teachers will use assessment data during Monday collaboration time to identify underperforming students and plan intervention. Each grade span will have a scheduled daily intervention block where students performing below standard, prioritizing SED students, receive small-group instruction in writing and math. Students will participate in short math intervention cycles using pre-assessments, flexible grouping, and progress monitoring. Instructional aides will support intervention groups and targeted skill development. This action is provided on an LEA-wide basis so all students performing below standard can access support; however, unduplicated students will be prioritized for placement and intensity of intervention. This increases and improves services because unduplicated students receive additional small-group instruction, targeted intervention, and more frequent progress monitoring aligned to identified skill gaps.	Metric 5: CAASPP Distance from Standard (SED vs All) Metric 6: CAASPP Percentage Met/Exceeded Metric 10: Percentage of students receiving intervention Metric 11: Winter MAP percentile (SED and All students)

Insert or delete rows, as necessary.

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
N/A			

Insert or delete rows, as necessary.

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.[89]

N/A

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.

Marcum-Illinois Union Elementary School District does not receive concentration grant add-on funding.

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

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 2,194,014	$ 139,545	6.360%	0.000%	6.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,293,901	$ 58,007	$ -	$ 38,379	$ 1,390,287.00	$ 1,283,080	$ 107,207

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Staff/PD	All	No	LEA-wide		All	Ongoing	$ 1,035,694	$ 6,000	$ 1,018,395	$ 22,575	$ -	$ 724	$ 1,041,694	0.000%
1	1.2	Support Academic Achievement	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 246,395	$ 7,715	$ 237,611	$ 5,658	$ -	$ 10,841	$ 254,110	0.000%
1	1.3	Technology to Support Academic Achievement	All	No	LEA-wide		All	Ongoing	$ -	$ 59,088	$ 2,500	$ 29,774	$ -	$ 26,814	$ 59,088	0.000%
2	2.1	Parent Engagement and Communication	All	No	LEA-wide		All	Ongoing	$ -	$ 8,458	$ 8,458	$ -	$ -	$ -	$ 8,458	0.000%
2	2.2	Student Behavior	All	No	LEA-wide		All	Ongoing	$ -	$ 24,446	$ 24,446	$ -	$ -	$ -	$ 24,446	0.000%
2	2.3	Attendance	All	No	LEA-wide		All	Ongoing	$ 991	$ 1,500	$ 2,491	$ -	$ -	$ -	$ 2,491	0.000%

2026/27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,194,014	$ 139,545	6.360%	0.000%	6.360%	$ 237,611	0.000%	10.830%	**Total:**	$ 237,611
								LEA-wide Total:	$ 237,611
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1.2	Support Academic Achievement	Yes	LEA-wide	English Learners and Low-Income	All	$ 237,611	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,310,731.00	$ 1,296,087.00

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	Certificated Staff/PD	No	$ 1,016,974	$ 1,012,615
1	1.2	Support Academic Achievement	Yes	$ 229,425	$ 215,072
1	1.3	Technology to Support Academic Achievement	No	$ 29,143	$ 34,577
2	2.1	Parent Engagement and Communication	No	$ 9,410	$ 12,333
2	2.2	Student Behavior	No	$ 21,419	$ 18,637
2	2.3	Attendance	No	$ 4,360	$ 2,853

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 138,818	$ 210,108	$ 185,432	$ 24,676	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.2	Support Academic Achievement	Yes	$ 210,108	$ 185,432.00	0.000%	0.000%

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)
$ 2,153,941	$ 138,818	0.000%	6.445%	$ 185,432	0.000%	8.609%	$0.00 - No Carryover	0.00% - No Carryover

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]). 96

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information[97] 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[98]

- 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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.

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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. 103

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.[104]

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.

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Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Local Control and Accountability Plan Instructions

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

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. 111

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables. 112

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.[113]

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.[115]

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0). 116

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS,[122] and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Education Code Section 60119

Resolution of Sufficiency of Instructional Materials

BR 2026-2027-01

Whereas, the governing board of Marcum-Illinois Union Elementary School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 14, 2026 at 6:00pm., which is before the eighth week of school and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home.

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

TK-8 Eureka Math & Classroom Mathematics California

K-5 TCI Science

6-8 IQWST Science

6-8 Cengage National Geographic

K-5 Studies Weekly CA Social Studies

6-8 StudySync McGraw Hill English Language Arts

K-6 Wonders, McGraw Hill English Language Arts

Therefore be it resolved that for the 2026-2027 school year, the Marcum-Illinois Union Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Ayes_____

Noes_____

Abstain_____

Absent_____

STATE OF CALIFORNIA, COUNTY OF SUTTER

I, Josh Wanner, President of the Governing Board of Marcum-Illinois Union Elementary School District of Sutter County, California do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the Board of Trustees at a regularly called and conducted meeting held on September 14, 2026.

_____ _____

President of the Board Date

Anti-Discrimination in Employment
Policy 1-101

Scope:

This policy applies to equal employment and advancement opportunities in employment with the District for all individuals.

The District prohibits discrimination, harassment, including sexual harassment, and retaliation based on any actual or perceived protected characteristics, including but not limited to:

Purpose

The District is committed to fostering an environment of equal opportunity and respect for all members of the school. This policy outlines our commitment to preventing discrimination and promoting inclusivity.

1. Race or Ethnicity
2. Religious Creed
3. Color
4. National Origin
5. Ancestry or Nationality
6. Physical or Mental Disability
7. Reproductive Health Decision-making
8. Medical Condition
9. Genetic Information
10. Marital Status
11. Sex or Sexual Orientation
12. Gender
13. Gender Identity
14. Gender Expression
15. Age
16. Veteran or Military Status
17. Immigration Status
18. Association with a person or group with one or more of these actual or perceived characteristics

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Equal Opportunity for Employees

- Fair Employment Program
  - Commitment to a fair recruitment process that is clear and transparent.
  - Protection against workplace discrimination, harassment, and retaliation, based on protected characteristics in all aspects of employment.
  - Prohibition of discrimination, harassment, and retaliation by supervisors, managers, coworkers, and third parties.
  - Prohibition of retaliation against individuals who file complaints or participate in the investigatory process.
- Fair Employment Training
  - Regular training on fair employment practices that are transparent and promote the hiring of the best individual for the position.

Complaint Process

Any complaints received by the District pursuant to this policy will be investigated fairly, timely, and thoroughly providing appropriate due process and reasonable conclusions based on the evidence.

Any complaints of prohibited discrimination, harassment including sexual harassment not defined by Title IX, and/or retaliation, by employees shall be received and investigated in accordance with the accompanying Administrative Regulation. Any complaints by employees that allege sexual harassment pursuant to Title IX will be addressed accordance with Board Policy and Administrative Regulation 1-103.

County Support Eligibility for Small Districts:

Eligible districts may receive support from their County Office of Education to meet affirmative action and equal opportunity goals, as appropriate to ADA requirements (elementary school districts with fewer than 901 ADA, for high school districts with fewer than 301 ADA, and for unified districts with fewer than 1501 ADA). When developing and implementing affirmative action employment programs, the District is entitled to assistance from the County Office of Education. (Ed. Code, §§ 44100 *et seq*,; 5 CCR § 30, 31.)

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Administrative Regulations

Equal Employment Opportunity Officer

Title: Superintendent/Principal
Contact Information: 530-656-2407

Complaint and Grievance Procedure:

Complaints alleging discrimination, harassment, and/or retaliation in employment subject to the accompanying Board Policy will be addressed through the following procedures:

1. Filing a Complaint

- Method of Filing: Complaints may be submitted in writing, orally, or through an online form (if available).
- Contact Information: A Complainant may bring their complaint to the Equal Employment Opportunity Officer ("EEO"), their direct supervisor, another supervisor, the Superintendent, or a complaint hotline or ombudsperson, if available. A Complainant is not required to bring their complaint directly to their immediate supervisor.
    - Any supervisor that receives a complaint or information regarding an employee being discriminated against, harassed, or retaliated against pursuant to these procedures will report such complaint or information to the Equal Employment Opportunity Officer.
- Content of Complaint: To the extent reasonable, the Complaint should include the Complainants name, a description of the incident, the date and location of the incident, the name of the person alleged to have committed the incident, the name(s) of any witnesses, any relevant evidence, and any other information.

2. Timeline and Initial Response

- Acknowledgment: Complaints will be acknowledged within 5 business days.
- Investigation Timeline: The EEO officer or designee will complete investigations within 30 business days of receiving a complaint, with extensions communicated if necessary.

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

- The EEO officer or designee assigned to complete the investigation will be impartial and qualified to conduct the investigation.

3. Investigation Process

- Confidentiality: The District will maintain confidentiality to the greatest extent possible.
- Interviews and Evidence Collection: Involves interviewing relevant parties and collecting evidence in an impartial manner.
  - The EEO officer or designee shall meet with the Complainant, the person accused, and any other witnesses the EEO officer or designee determines are necessary to meet with to obtain relevant information.
  - The EEO officer or designee will keep documentation of and track the investigation for reasonable progress.
  - The EEO office or designee will also determine whether interim remedial measures should be implemented before the investigation is completed to prevent additional incidents or harm, but in no case will the interim remedial measures be retaliatory.
- Rights of the Complainant and Respondent: Both parties are informed of their rights, including the right to present evidence.

4. Resolution and Remedies

- Findings: Upon conclusion, the EEO officer or designee will provide a written summary of findings and any recommended actions.
- Remedies: If discrimination, retaliation or harassment is found, the District will implement corrective actions, such as training, policy changes, or other remedies.
- Recordkeeping: All complaints and investigation documents will be securely stored and retained per state and federal requirements.
- Additional complaint options: The Complainant may also file a complaint with the California Civil Rights Department (CRD) or the Equal Employment Opportunity Commission (EEOC).

5. Appeals Process

- Initial Appeal to the District Board
  - Right to Appeal: If a complainant disagrees with the outcome of the investigation, they may file an appeal to the School District Board within 15 days of receiving the decision.

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

- Board Review: The Board will review the appeal and provide a written decision within 30 days.

Additional Provisions Preventing Discrimination:

- Non-Retaliation: Retaliation against individuals who file complaints or participate in investigations is strictly prohibited.
- Annual Training: The District will conduct training for all staff to promote awareness of equal opportunity policies and the complaint procedure.
  - CRD sexual harassment online training courses link: https://calcivilrights.ca.gov/shpt/
- The District will disseminate this policy and administrative regulation through the following methods:
  - Displaying it in a prominent location in the main administrative building;
  - Providing it to each staff member at the beginning of the first quarter or semester of the school year, or at the time a new employee is hired;
  - Providing a copy in the employee handbook which will be accompanied by an acknowledgement form that must be signed and returned by the employee;
  - Publicly posting on the District's website;
  - Discussing these policies upon hire and in new hire orientation; and
  - In any District publication that sets forth the comprehensive rules, regulations, procedures, and standards of conduct.
- The District will post all required posters developed by CRD, in a prominent accessible location at each work site.
- At any work site that contains 10 percent or more persons who speak a language other than English as their spoken language, this policy will be translated accordingly.

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Nondiscrimination, Harassment, and Bullying (Students) Policy 1-102

Scope:

This policy serves as the District's anti-discrimination, anti-harassment, intimidation, and bullying policy related to students.

The policy covers all acts related to school activity or school attendance within the District's jurisdiction, including:

- Conduct occurring on school grounds;
- Conduct during school-sponsored activities; and
- Conduct that impacts school attendance and activities.

Purpose

The District is committed to providing a safe school environment that allows all students equal access and opportunities in the District's programs and activities, free from discrimination, harassment, intimidation, and bullying.

All students have the right to participate fully in the educational process free from discrimination and harassment.

1. Generally

The District prohibits discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived characteristics, including:

- Disability;
- Gender, gender identity, and gender expression;
- Nationality, race, or ethnicity;
- Religion;
- Sexual orientation;
- Immigration status; and
- Association with a person or group with one or more of these characteristics.

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

This prohibition includes all forms of unlawful conduct, including:

- Sexual harassment
- Hate-motivated behavior
- Bullying and cyberbullying

In an effort to enforce this Policy, all staff must intervene when safe to do so if they witness prohibited conduct and must immediately report the prohibited conduct as required by law and District Policy.

2. Definitions

- Discrimination means the denial of, or unequal treatment in, access to educational programs, activities, or benefits, or the provision of unequal services, based on a person's actual or perceived membership in a protected class, identified above.

- Harassment means conduct based upon a protected characteristic that is sufficiently severe, pervasive, or persistent such that it creates an intimidating, hostile, or offensive educational environment, or interferes with a student's ability to participate in or benefit from the District's programs or activities.

- Bullying means any severe or pervasive physical or verbal act or conduct, including electronic communication, directed toward one or more students that has or can be reasonably predicted to have the effect of:

    - Placing a student in reasonable fear of harm to the student's person or property; causing a substantially detrimental effect on a student's physical or mental health; substantially interfering with a student's academic performance; or substantially interfering with a student's ability to participate in or benefit from the services, activities, or privileges provided by the District.

- Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that has the purpose or effect of:
    - Creating an intimidating, hostile, or offensive educational environment;
    - Interfering with a student's academic performance; or
    - Affecting a student's ability to participate in or benefit from the District's programs or activities.

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3. Complaint and Investigation

The District has a Uniform Complaint Procedure to address complaints of discrimination, harassment, intimidation, and bullying. Generally, the Uniform Complaint Process has:

- A defined timeline for investigation and resolution;
- An appeal process for complainants; and
- Translation of complaint forms as required by law.

The District also has a Title IX Policy that addresses sexual harassment complaints that fall within the parameters of Title IX.

4. Response and Corrective Action

If the District substantiates any complaint of discrimination, harassment, intimidation and bullying, the District shall take appropriate action to:

- Stop the conduct;
- Prevent recurrence; and
- Address the effects on the affected student.

The District may impose disciplinary measures in accordance with law and Board policy.

5. Student and Parent Notification

The District shall:

- Inform students and parents/guardians of this policy and complaint procedures; and
- Make the policy accessible through District publications and the District website.

6. Non-Retaliation

No student shall be subjected to retaliation for reporting or participating in the investigation of discrimination, harassment, intimidation, or bullying.

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Administrative Regulations

1. Sexual Harassment

Examples of the types of conduct that are prohibited may constitute sexual harassment whether committed by a supervisor, a coworker, a student, or a non-employee include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Pressure to engage in sexual activity.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, innuendoes, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body.
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, graffiti, or computer-generated images of sexual nature.
- Spreading sexual rumors.
- Teasing or making sexual remarks about students enrolled in a predominantly single-sex class.
- Unwelcome physical contact such as massaging, grabbing, fondling, stroking, or brushing the body.
- Touching an individual's body or clothes in a sexual way.
- Cornering, leaning over, impeding, or blocking normal movements or any other physical interference with school activities when directed at an individual on the basis of sex.
- Displaying sexually suggestive objects.

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2. Training & Promotion of Policy

District staff should be trained regarding this policy and how to effectively identify, prevent, reduce and/or eliminate unlawful discrimination, harassment, intimidation, and bullying.

The District strongly encourages students, teachers, and other District staff to positively promote this policy through awareness campaigns, poster contests, artwork, or other appropriate school-related activities.

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Title IX
Policy 1-103

Scope:

The District does not and will not discriminate on the basis of sex in its education program and activities that it operates pursuant to Title IX and its regulations.

This policy applies to all students, employees, parents, community members, and third parties involved in District activities, whether on or off campus and extends to admissions and employment.

Inquiries regarding the application of Title IX and its regulation may be referred to the Title IX Coordinator, the Assistant Secretary, or both.

Purpose:

The District is committed to maintaining an educational environment and workplace that is free from harassment and discrimination. Retaliation against any individual involved in the complaint process is also prohibited.

Conduct that falls within the jurisdiction of the Title IX shall be handled under the Title IX procedures set forth herein.

Prohibition Conduct

The District prohibits sexual harassment and retaliation as defined by Title IX and its regulations.

The District will adopt procedures in the accompanying Administrative Regulation for addressing complaints and incidents of sexual harassment and retaliation under Title IX. The District will comply with all Title IX procedures as required under the law and any other applicable state and federal laws and regulations.

Title IX Sexual Harassment

1. **Quid Pro Quo:** When a District employee conditions District benefits, services, aids, etc. on participation in unwelcome sexual conduct.

2. **Hostile Environment:** Unwelcome sexual conduct that is so severe, pervasive, and objectively offensive that it denies a person equal access to District educational programs/activities.

3. **Sexual Assault, dating violence, domestic violence, or stalking:** Defined in 20 U.S.C. § 1092 and 34 U.S.C. § 12291

Adopted on:
Revised on:

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The sexual harassment must have occurred:

1. In the United States;
2. In the District's educational program or activity in which the District exercises control over the harasser and the circumstances in which the harassment occurs; and
3. The victim must have been participating in the District's educational program/activity at the time the harassment occurred.

Complaints that do not satisfy the above Title IX definition may still violate other Board Policies such as Board Policies 1-101 and 1-102 and shall be addressed in accordance with those policies.

Actual Knowledge Requirement

The District shall respond to sexual harassment promptly and without deliberative indifference when it has actual knowledge of the harassment allegations. Actual knowledge is provided through either (1) submission of a complaint; or (2) other circumstances demonstrating that an employee of the District knew or should have known of the allegations.

Notice and Posting Requirements

The District will comply with all notice and positing requirements provided in 34 CFR § 106.8, Education Code § 221.61, and all other applicable law.

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Administrative Regulations

Complaint and Reporting Procedures:

1. Filing a Complaint: Any individual who experiences or witnesses sexual harassment should report the incident promptly to the Title IX Coordinator or any District employee.
2. Title IX Coordinator Contact:
   - Name:
   - Title:
   - Address:
   - Phone:
   - Email:
3. Confidentiality: Confidentiality will be maintained to the extent required by law.

Basic Requirements of the Grievance Process:

The District's grievance process requires all of the following in accordance with 34 C.F.R. § 106.45:

1. Treating complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following the grievance process before imposing any disciplinary sanctions or actions that are not supportive measures as defined in 34 C.F.R. § 106.30, against respondent.
   a. Remedies must be designed to restore or preserve equal access to the education program or activity. These remedies may include the supportive measures defined in 34 C.F.R. § 106.30 however they do not need to be non-disciplinary or non-punitive.
2. Objective evaluation of all relevant evidence and credibility determinations are not based on a person's status as a complainant, respondent, or witness.
3. The Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution shall not have a conflict of interest or bias. All of these individuals will receive training on the definition of sexual harassment, the scope of the District' education program/activity, how to conduct an investigation and grievance process including hearings, appeal, and informal resolution process, and how to serve impartially.

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   a. In addition, decision-makers will receive training on any technology to be used at a live hearing and on issues of relevant questions and evidence.
   b. Investigators will receive training on issues of relevance to create an investigation report that fairly summarizes relevant evidence.
4. A presumption that respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the process.
5. Prompt timelines for concluding the grievance process, filing and resolving appeal, informal resolution (if offered), and a process that allows for temporary delay of the process or extensions of time for good cause with written notice to the complainant and the respondent.
   a. Good cause includes absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
6. The range of possible disciplinary sanctions and remedies.
7. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard.
8. Includes appeal bases and procedures.
9. The range of supportive measures.
10. Does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless such privilege has been waived.

Supportive Measures:

The Title IX Coordinator must promptly contact the complainant to discuss supportive measures, consider the complainants' wishes regarding the supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Supportive measures are non-disciplinary, non-punitive individualized services that may be offered as appropriate to the complainant or respondent regardless of whether a formal complaint is filed. These measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. These measures may include:

1. Counseling,
2. Extensions of deadlines or other court-related adjustments,
3. Modifications of work or class schedules,
4. Campus escorts,
5. Mutual contact restrictions,

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6. Changes in work locations
7. Leaves of absences, and
8. Increased security and monitoring of certain areas on campus.

Notice of Allegations:

The Title IX Coordinator, upon receipt of a formal complaint, will provide written notice to the parties who are known as required in 34 C.F.R. § 106.45(b)(2). The written notice will contain all elements required in 34 C.F.R. § 106.45(b)(2).

Dismissal of a Formal Complaint:

A formal complaint must be dismissed, if:
1. the conduct alleged in the formal complaint would not constitute sexual harassment under Title IX even if proved;
2. the conduct did not occur in the District's education program or activity; or
3. the conduct did not occur against a person in the United States.

Such a dismissal does not preclude the complaint from being addressed under another Board Policy.

A formal complaint or any allegation may be dismissed if at any time during the investigation or hearing:

1. A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or allegation therein;
2. The respondent is no longer enrolled or employed by the District; or
3. Specific circumstance prevents the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations.

Prompt written notice of dismissal and the reasons therefore will be sent simultaneously to the parties.

Consolidation of Complaints:

Complaints may be consolidated in accordance with 34 C.F.R. § 106.45(b)(4).

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Informal Resolution:

The District may offer informal resolution after a formal complaint is filed but before a determination regarding responsibility is made when all the requirements of 34 C.F.R. § 106.45(b)(9) are met, including:

1. Providing the required written notice to the parties under 34 C.F.R. § 106.45(b)(9)(i);
2. Obtaining the parties' voluntary, written consent to the informal resolution process; and
3. Not offering or facilitating and information resolution process to resolve allegations that an employee sexually harassed a student.

Informal resolution may include mediation and is not required.

Investigation:

The burden of gathering sufficient evidence to reach a determination rests with the investigator and not on the parties.

The Superintendent will designate an employee to be the investigator.

The investigator shall comply with all requirements set forth in in 34 C.F.R. § 106.45(b)(5), including:

1. Provide equal opportunity for the parties to present witnesses and other evidence;
2. Not restrict the ability of either party to discuss the allegations or to gather and present relevant evidence;
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied by an advisor of their choice who may but is not required to be an attorney;
4. Provide written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings to parties whose participation is invited or expect with sufficient time for the party to prepare to participate;
5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegation raised in the complaint;
    a. Prior to completing the investigative report each party and their advisor must be sent the evidence subject to inspection and review in electronic format or hard copy.
    b. The parties have ten (10) days to submit a written response which the investigator will consider prior to completion of the investigative report.

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6. Create an investigation report that fairly summarizes relevant evidence at least ten (10) days prior to the determination of responsibility and send to each party and their advisors for their review and written response.

Determination:

The Superintendent will designate an employee to be the decision maker. The decision maker cannot be the Title IX Coordinator or the investigator.

Prior to a determination being made, the decision maker must:

1. Allow each party an opportunity to submit written, relevant questions that they want to ask of any party of witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
    a. Questions and evidence regarding complainants' sexual predisposition or prior sexual behavior are not relevant, unless offered to provide that someone other than the respondent committed the alleged conduct or concern specific incidents of complainant's prior sexual behavior with response to the respondent and are offered to prove consent.

    b. The decision maker will explain to the party proposing the questions any decision to exclude a question as not relevant.

The decision maker will use the standard of preponderance of the evidence in making their determination. This will be the standard of evidence for all sexual harassment complainants.

The decision maker must provide the written determination to the parties simultaneously. The written determination will be sent within sixty (60) of receipt of the complaint unless extended for good cause with written notice to the complainant and the respondent pursuant to 34 C.F.R. § 106.45.

The written determination will include the required elements in 34 C.F.R. § 106.45(b)(7), including:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from receipt of the complaint through the determination, including any notifications to the parties, interviews, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;

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4. Conclusions regarding the application of the District; code of conduct to the facts;
5. A statement of and rational for the results as to each allegation including a determination regarding responsibility, any disciplinary sanctions imposed on the response, and any remedies; and
6. The District's procedures and permissible basis for the complainant and respondent to appeal.

Appeals:

The District will:

1. Notify the other party in writing when an appeal is filed and will implement appeal procedures equally for both parties;
2. Ensure that the decision maker for the appeal is not the same person as the Title IX Coordinator, investigator, or decision maker that made the determination regarding responsibility or dismissal;
3. Ensure the decision maker complies with 34 C.F.R. § 106.45(b)(1)(iii);
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenge, the outcome;

5. Issue a written decision describing the result of the appeal and the rationale for the result;
6. Provide the written decision simultaneously to both parties.

A complainant or respondent may appeal from a determination regarding responsibility or a dismissal of a complaint or any allegations therein on the following bases provided in 34 C.F.R. § 106.45(b)(8):

1. Procedural irregularity that would affect the outcome of the matter;
2. New evidence that was not reasonable available at the time the decision was made that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias.

An appeal must be submitted in writing explaining the bases for the appeal within ten (10) days of the issuance of the determination of responsibility or dismissal.

A written decision on the appeal will be provided simultaneously to both parties within twenty (20) days from receipt of the appeal.

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Remedies:

The District shall provide remedies to a complainant where a determination of responsibility for sexual harassment has been made against respondent. Remedies must be designed to restore or preserve equal access to the education program or activity. These remedies may include the supportive measures defined above; however, they do not need to be non-disciplinary or non-punitive. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Disciplinary Actions:

1. For Students: Disciplinary measures may include suspension or expulsion for students in grades 4-12. Other actions may include but are not limited to transfer from a class to the extent permitted by law, conference with a parent/guardian, denial of participation in extracurricular or cocurricular activities to the extent permitted by law, and positive behavior supports.
2. For Employees: Disciplinary actions may range from warnings to dismissal, depending on the severity of the misconduct.

Recordkeeping:

The Title IX Coordinator will maintain all required records under 34 C.F.R. § 106.45(b)(1), including all complaints, investigations, outcomes including supportive measures, appeals, informal resolutions, and training materials for no less than seven years.

Adopted on:
Revised on:

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Prohibition of Derogatory Native American Terms as School or Athletic Team Names, Mascots, or Nicknames
Policy 1-104

Scope:

The Governing Board is committed to promoting equity, inclusion, and respect for all communities. In compliance with the California Racial Mascots Act (AB 3074), the district prohibits the use of derogatory Native American terms as school or athletic team names, mascots, or nicknames to honor the diverse cultures and histories within our community.

Purpose

The intent of this policy is to promote equity, inclusion, and respect for all communities. In compliance with the California Racial Mascots Act (AB 3074), the District prohibits the use of derogatory Native American terms as school or athletic team names, mascots, or nicknames to honor the diverse cultures and histories within our community.

Derogatory Native American Terms: Terms, symbols, or imagery that perpetuate stereotypes, cultural appropriation, or disrespect toward Native American communities, including their traditions, history, or identity. These terms include, but are not limited to, names such as Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Savages, Squaw, and Tribe. Additional terms may be identified by the Superintendent or designee as necessary to uphold this policy's purpose.

Prohibitions:

1. Effective July 1, 2026, all schools in the District shall cease the use of any derogatory Native American term as a school or athletic team name, mascot, or nickname.
2. Schools may continue to use uniforms or other materials purchased before July 1, 2026, under the following conditions:
    - The school selects a new name, mascot, or nickname.
    - The school refrains from purchasing or acquiring uniforms, that include or bear the prohibited term.
        - However, uniforms with the prohibited term may be replaced up to 20% of the total number used during the 2025–26 school year to account for damage or loss until January 1, 2028.
    - The school refrains from purchasing or acquiring yearbooks, newspapers, programs, or other materials that include or bear the prohibited term in its logo or cover title.

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- The school refrains from purchasing or constructing new or replacement fixtures, including marquees, signs, and gymnasium floors, that display the prohibited term. The school must remove the prohibited term no later than the next time it would be replaced in the normal course of maintenance.

Implementation:

1. Transition Plan:
   Each school currently using a prohibited term shall develop a transition plan, approved by the Superintendent, that includes:
   - Selection of a new name, mascot, or nickname;
   - Timeline for phasing out the prohibited term in compliance with legislative requirements; and
   - Budget and timeline for updating materials and fixtures.

2. Community Engagement:
   The District encourages input from students, parents, and community members in selecting a new name, mascot, or nickname.

3. Exceptions:
   - Schools operated by an Indian tribe or tribal organization are exempt from this policy.
   - Schools may continue to use a derogatory Native American term, as defined by the State of California, if written consent is obtained from a local federally recognized tribe.

4. Uniform Complaint Procedures:
   Complaints regarding violations of this policy may be filed using the District's Uniform Complaint Procedures.

Compliance:

This District will ensure compliance with all state requirements, including:

1. Removal of prohibited names, mascots, and nicknames from all materials and fixtures no later than the next scheduled maintenance or replacement cycle.
2. Completion of all transitions before the 2028-2029 school year.

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Accountability and Monitoring:

The Superintendent or designee shall oversee the implementation of this policy, ensuring adherence to timelines and legislative requirements. Regular updates will be provided to the Board regarding the status of compliance efforts.

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Animals in School
Policy 1-105

Scope:

This policy applies to all District schools, facilities, programs, and activities. It governs the use of service animals.

Purpose

The Governing Board is committed to ensuring that individuals with disabilities have equal access to District programs, services, and activities. This policy establishes the District's commitment to permitting individuals with disabilities to be accompanied by service animals in accordance with federal and California law.

Policy Statement:

The Governing Board recognizes that service animals play an essential role in enabling individuals with disabilities to participate fully in educational programs and school activities. The District will follow all state and federal law regarding service animals and emotional support animals for students, employees, parents/guardians, and visitors with disabilities.

Equal Access:

The District shall permit service animals to accompany individuals with disabilities in all areas of District facilities where members of the public are allowed, subject to the requirements and limitations set forth in federal and state law.

- Individuals with disabilities shall not be denied access to District programs, services, or activities because they use a service animal.

- Service animals shall be permitted to accompany their handlers in all areas of District facilities where the public or program participants are normally allowed.

- To the extent required by law, the District shall make reasonable modifications to policies, practices, and procedures to accommodate service animals.

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Definition of Service Animal

Under the Americans with Disabilities Act ("ADA"), a service animal is defined as a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability. In certain circumstances, miniature horses may also qualify as service animals. The work or tasks performed must be directly related to the individual's disability.

Emotional support animals, comfort animals, and therapy animals are not considered service animals for visitors. However, emotional support animals may be permitted for students with disabilities and employees with disabilities on a case-by-case basis.

Handler Responsibilities

- The handler is responsible for the care, supervision, and control of the service animal at all times.

- Service animals must be housebroken and under the handler's control through a harness, leash, or other tether, unless such devices interfere with the animal's work or the individual's disability prevents their use.

- The handler is responsible for any damage caused by the service animal and for the cleanup and disposal of the animal's waste.

1. Limitations on Inquiries

   When it is not readily apparent that a dog is a service animal, District staff may ask only two questions: (1) Is the dog a service animal required because of a disability? and (2) What work or task has the dog been trained to perform? Staff shall not require documentation, ask about the nature of the disability, or require the animal to demonstrate its task.

2. Exclusion of Service Animals

   A service animal may be excluded from District premises as permissible by law, including if: (1) the animal is out of control, and the handler does not take effective action to control it; (2) the animal is not housebroken; or (3) the animal poses a direct threat to health or safety that cannot be mitigated by reasonable

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modifications. If a service animal is properly excluded, the individual must be given the opportunity to participate in the program or activity without the animal.

3. Allergies and Fear of Animals

Allergies and fear of dogs are not valid reasons for denying access to individuals with service animals. The District shall make reasonable accommodations to address the needs of individuals with disabilities, allergies, or fears while ensuring equal access for the service animal handler.

Nondiscrimination and Complaints

The District prohibits discrimination against individuals with disabilities who use service animals. Any individual who believes the District has violated this policy or applicable disability rights laws may file a complaint through the District's Uniform Complaint Procedures (Board Policy and Administrative Regulation 2-204).

Students with Disabilities

Determinations regarding service and support animals for students with disabilities are made in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and all other state and federal law as applicable.

Complaint procedures for violation of federal and state special education laws are governed by Board Policy and Administrative Regulation 3-402f.

Employees with Disabilities

Determinations regarding assistive and support animals for employees with disabilities as reasonable accommodations are handled through the District's interactive process. The District will comply with all federal and state laws regarding assistive and support animals for employees.

Any complaints related to assistive and support animals for disabled employees as an accommodation are handled pursuant to Board Policy and Administrative Regulation 1-101.

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Administrative Regulations

1. Definition of Service Animal

Under the Americans with Disabilities Act (28 C.F.R. § 35.104), a "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

- The work or tasks performed by a service animal must be directly related to the individual's disability. Examples include but are not limited to:
  - Guiding individuals who are blind or have low vision
  - Alerting individuals who are deaf or hard of hearing to sounds
  - Pulling a wheelchair
  - Assisting a person having a seizure

Service animals are working animals, not pets. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for purposes of this definition.

2. Miniature Horses

In certain circumstances, miniature horses that have been individually trained to do work or perform tasks for individuals with disabilities may also be permitted. The District shall assess requests for miniature horses on a case-by-case basis considering:

- Whether the miniature horse is housebroken
- Whether the miniature horse is under the handler's control
- Whether the facility can accommodate the miniature horse's type, size, and weight
- Whether the miniature horse's presence will not compromise legitimate safety requirements necessary for operation

The same requirements for service animals apply to miniature horses as well.

3. Access to District Facilities and Programs

To the extent required by law, service animals shall be permitted to accompany individuals with disabilities in all areas of District facilities and programs where members of the public, students, parents, or program participants are allowed to go.

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4. Permissible Inquiries

When it is not obvious that a dog is a service animal, District staff may ask only two questions:

- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

5. District staff shall not:

- Pet, feed, or otherwise interact with the service animal without the handler's permission
- Separate the service animal from the handler
- Assume responsibility for the care, feeding, or supervision of the service animal

When Service Animals May Be Excluded

A service animal may be excluded from District facilities or programs only under the following circumstances:

1. Animal is Out of Control

If the service animal is out of control and the handler does not take effective action to control it, District staff may request removal of the animal. The handler must be given the opportunity to gain control before the animal is excluded. If the handler is unable to control the animal, the District shall offer the person the opportunity to participate in the program or activity without the service animal.

2. Animal is Not Housebroken

If a service animal is not housebroken, it may be excluded. However, the handler must be given the opportunity to participate in the program or activity without the service animal.

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3. Direct Threat to Health or Safety

If the service animal poses a direct threat to the health or safety of others that cannot be eliminated or reduced to an acceptable level through reasonable modifications to District policies, practices, or procedures, the animal may be excluded. This determination shall be based on an individualized assessment that considers:

- The nature, duration, and severity of the risk
- The probability that potential injury will actually occur
- Whether reasonable modifications of policies, practices, or procedures will mitigate the risk

The determination that a service animal poses a direct threat shall not be based on fear, speculation, or stereotypes about the animal's breed or past behavior.

Allergies and Fear of Animals

Allergies and fear of dogs are not valid reasons for denying access or refusing service to individuals with service animals. When a person who is allergic to dog dander or has another competing disability and a person who uses a service animal must spend time in the same room or facility, the District shall accommodate both individuals.

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Governing Board Meetings
Policy 2-101

Scope:

This policy applies to all meetings of the Governing Board and its committees.

Purpose

The Governing Board recognizes its obligation to conduct business in an open and transparent manner to maintain public trust and ensure accountability. This policy establishes the Governing Board's commitment to adhering to the Ralph M. Brown Act (Governing Code § 54950 et seq.), which mandates open meeting for local governmental bodies, including public school boards.

1. Regular Meetings:

- The Board shall hold regular meetings at a time and place determined annually and communicated to the public.
- Agendas for regular meetings shall be posted at least 72 hours before the meeting in a location accessible to the public and on the District's website.

2. Special Meetings:

- Special meetings may be called as needed and must adhere to the 24-hour public notice requirement, including agenda posting and notification to Board members and the media upon request.

3. Emergency Meetings:

- Emergency meetings may be called only in situations involving an urgent need for immediate action due to a disruption or threatened disruption of public facilities.
- Notice requirements for emergency meetings shall comply with Government Code § 54956.5.

4. Closed Sessions:

- The Board may conduct closed sessions only for purposes expressly permitted by law, such as personnel matters, litigation, and labor negotiations. The purpose of the closed session must be identified on the agenda.
- After closed session, the Board shall publicly disclose any action taken, as required.

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

5. Public Participation:

- For Regular Meetings the Board shall provide an opportunity for members of the public to address the Board during meetings on any item within the Board's jurisdiction and items listed on the agenda.
- For Special Meetings and Emergency Meetings the Board shall only provide an opportunity for members of the public to address the Board on items listed on the agenda.
- Time limits for public comment shall be established to ensure orderly conduct of meetings.

6. Meeting Records:

- Minutes of all meetings shall be recorded and made available to the public promptly.
- Audio or video recordings, when created, shall be retained in compliance with the District policies and applicable laws.

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Administrative Regulations

Implementation of the Ralph M. Brown Act

1. Agenda Preparation and Posting:

- The Superintendent or designee shall prepare the agenda for all Board meetings in consultation with the Board President.

2. Each agenda item shall include a brief general description sufficient to inform the public of the subject matter and indicate whether items are for discussion, information, or action.

3. Posting Requirements:

- Regular Meetings: Post agendas at least 72 hours in advance.
- Special Meetings: Post agendas at least 24 hours in advance.
- Emergency Meetings: Provide notice per Government Code § 54956.5.
- Members of the public may request to place matters directly related to the District business on the agenda for regular Board meetings. Requests must be submitted in writing at least five school days before the meeting and include enough detail for the District to determine relevance. The District may decline requests unrelated to its business, outside the Board's authority, or items that have been recently decided by the Board.

"The Board shall not take action on any item not appearing on the posted agenda except as permitted by law."

4. Meeting Location:

Meetings shall be held within District boundaries and in locations accessible to the public, except as otherwise permitted by law.

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5. Remote Participation:

Meetings conducted by teleconference or other remote means, including virtually, shall comply with applicable provisions of the Brown Act, including participation virtually due to good cause or public emergency.

6. Public Comment Procedures:

- At regular meetings, members of the public may address the Board on any item within the Board's jurisdiction, whether or not the item is on the agenda. At special or emergency meetings, public comment shall be limited to items listed on the agenda, consistent with the Ralph M. Brown Act.
- The Board may adopt reasonable regulations limiting the total time for public input and the time allocated to individual speakers.
- Speaker cards or other methods of registration may be used to manage the order of public comments.

7. Closed Sessions:

- The agenda for a closed session must include a brief general description of the items to be discussed, citing the specific statutory authority under which the session is being held.
- The Board shall report in open session any actions taken in closed session, as required by law. No minutes of closed session discussions shall be taken, in order to preserve confidentiality and compliance with the Ralph M. Brown Act.

8. Meeting Minutes and Records:

- The Superintendent or designee shall ensure the accurate recording of all Board actions and votes in the meeting minutes.
- Audio or video recordings, if made, shall be retained for at least 30 days and made available for public inspection during that time.

9. Public Notification:

- Meeting notifications and materials shall be posted on the District's website and physically at the District office in a location accessible to the public.

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- Upon request, the District shall make reasonable accommodations for individuals with disabilities to participate in Board meetings.

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Governing Board Member Incompatible Office and Activities Policy 2-102

Scope:

This policy establishes required standards to prevent conflicts of interest, avoid incompatible offices and activities, and maintain public trust in Governing Board operations.

Purpose

The Governing Board is committed to upholding the highest standards of ethical conduct and ensuring that Board members act in the best interest of the District.

Incompatible Offices:

Board members shall not hold any office, position, or employment—public or private—that is incompatible with their duties as a member of the Governing Board.

An office or position is incompatible if it:

- Conflicts with or interferes with the proper performance of Board duties;
- Creates divided loyalties or compromises the Board member's ability to act solely in the best interests of the District; or
- Involves supervision, regulation, contracting with, or oversight of the District.

Examples of incompatible offices include, but are not limited to:

- Employment with the District or with an entity that does business with the District;
- Service on another board or commission that governs, regulates, or exercises authority over the District; or
- Holding a public office with decision making authority affecting District operations, finances, or policies.

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Incompatible Activities:

Board members shall avoid activities that conflict with their official responsibilities or undermine public confidence in the Board.

Incompatible activities include, but are not limited to:

1. **Financial Interests**

   Accepting compensation, gifts, or other benefits in excess of legal limits or in violation of Fair Political Practices Commission (FPPC) rules from individuals or entities that do business with or seek to influence the District.

2. **Use of Position for Personal or Outside Interests**

   Using Board position, title, or authority to advance personal, political, or financial interests unrelated to the District's mission.

3. **Confidential Information**

   Disclosing, misusing, or allowing improper access to confidential information obtained through Board service.

4. **Nepotism and Favoritism**

   Participating in decisions or discussions involving immediate family members, close associates, or organizations in which the Board member has a personal or financial interest.

5. **Interference with District Operations**

   Attempting to direct or supervise District staff, or interfering in day-to-day operations outside of official Board action.

6. **Outside Employment or Contracts**

   Engaging in employment, consulting, or contractual relationships that conflict with District interests or overlap with District business.

7. **Unauthorized Representation**

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Representing or speaking on behalf of the District without authorization by the Governing Board.

Disclosure and Recusal:

Board members shall promptly disclose any actual or potential conflict of interest and shall abstain from participation, discussion, and voting when required by law.

Board members shall comply with all applicable financial disclosure requirements, including the timely filing of Form 700 statements.

Appearance of Impropriety:

Board members shall avoid conduct that creates the appearance of impropriety or undermines public confidence in the integrity of the Governing Board.

Enforcement:

The Governing Board shall determine violations of this policy in accordance with applicable law.

Violations may result in censure, removal from Board committees, or other appropriate action permitted by law.

Implementation and Acknowledgment:

The Superintendent or designee shall ensure Board members receive this policy during orientation and periodically thereafter.

Board members shall annually acknowledge in writing their understanding of and compliance with this policy.

Legal Compliance:

This policy shall be interpreted and applied in a manner consistent with applicable state and federal law.

Legal References:

- Government Code §§ 1090, 1126
- Education Code §§ 35107, 35230
- California Constitution Article IV, Section 20

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Transportation
Policy 2-103

Scope:

The purpose of this Board Policy is to ensure that the District complies with state regulations regarding the information related to transporting students within the district. The information shall be immediately available for inspection by or submission to the Superintendent of Public Instruction.

Purpose

The District intends to offer transportation to students living within the District boundaries and accessible by bus. The District's provision of transportation and location of bus stops may require students to walk or be transported to a regularly established bus stop.

Availability of Required Transportation Information:

In the event that transportation is provided to District students, the District shall prepare and maintain the following information for presentation to the Superintendent of Public Instruction upon request:

1. This Board Policy and Board Policy 6-101 which govern the operation of the District's transportation services including the limits within which transportation is offered to pupils and the distance pupils are required to walk to school or to a regularly established bus stop. The District offers transportation to students living within the District boundaries and accessibly by bus. Students may be required to walk or be transported to a regularly established bus stop.

2. A map of the District's boundaries displaying each bus route and stop, or a route schedule with an itinerary of the bus route and each stop to be accompanied by a District map on which routes may be identified.

3. A list of salaries paid for supervision, clerical, or administrative purposes.

4. If any classes offered within the District may require additional transportation for students enrolled in the class, such as double sessions or other irregularities, a schedule of such classes.

5. Logs of trips made other than between home and school by each bus. The log will include the miles traveled and number of children transported.

Adopted on:
Revised on:

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Role Of The Board
Policy 2-104

Scope:

The Governing Board is elected to provide leadership and citizen oversight for the District. The Board should be responsive to the values, beliefs, and priorities of the community.

Purpose

The purpose of this policy is to define the role of the Governing Board in providing leadership, direction, and oversight of the District.

The Board is committed to establishing policies that promote student achievement, fiscal responsibility, and public trust while ensuring that all actions align with the District's mission and legal obligations.

1. Generally

The Governing Board shall exercise the powers and perform the duties prescribed by law in the governance of the District. The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law.

2. Key Roles

By way of illustration and not limitation, the Governing Board exercises the following roles:

- Employing the Superintendent and setting policy for hiring of other personnel
- Overseeing the development and adoption of policies
- Establishing academic expectations and adopting the curriculum and instructional materials
- Establishing budget priorities and adopting the budget
- Providing safe, adequate facilities that support the District's instructional program
- Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

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3. Community Involvement

The Governing Board shall maintain open and effective communication with parents, students, staff, and community members in order to receive input and provide information regarding District programs, policies, and operations.

The Board shall consider community input in its decision-making process while exercising its authority in accordance with applicable law.

Individual Board members shall not act on behalf of the Board in responding to community concerns except as authorized by the Board.

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Governance Standards
Policy 2-105

Scope:

These standards apply to all members of the Governing Board and guide interactions with the Superintendent, staff, students, families, and the community.

Purpose

The Governing Board is committed to ethical, effective, and transparent governance in service of all students. This policy establishes clear expectations for Board conduct, roles, and collective responsibility to maintain public trust and ensure high-quality educational outcomes.

Governance Commitments:

The Board shall govern in a manner that:

1. Prioritizes Students

- Keeps student learning, equity, safety, and well-being as the central focus of all decisions.

2. Acts Collectively

- Recognizes that authority rests with the Board as a whole and not with individual members.
- Accepts collective responsibility for Board decisions and performance.

3. Maintains Ethical Conduct

- Acts with integrity, professionalism, and civility.
- Avoids conflicts of interest and complies with all applicable laws and regulations.
- Maintains confidentiality of privileged and closed-session information.

4. Respects Roles and Boundaries

- Establishes policy and provides oversight while delegating administration to the Superintendent.
- Refrains from directing or managing staff outside of Board-authorized processes.

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5. Promotes Transparency and Trust

- Conducts business openly and communicates clearly with the public.
- Welcomes diverse perspectives and ensures meaningful opportunities for community input.

6. Works Collaboratively

- Fosters a positive governance culture grounded in mutual respect and shared purpose.
- Maintains a constructive working relationship with the Superintendent.

7. Commits to Continuous Improvement

- Participates in ongoing governance training and professional development.
- Regularly evaluates Board effectiveness and governance practices.

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District Parent & Family Engagement Policy
Policy 2-201

Scope:

Parents and guardians shall have the right and opportunity to be informed and to participate in the education of their children in accordance with law.

Purpose

The District recognizes that parents and family members are essential partners in student learning and that effective parent engagement contributes to improved student outcomes.

Such rights include, but are not limited to:

- The right to be informed of their child's academic progress and school performance;
- The right to meet with teachers and school administrators;
- The right to observe classroom instruction consistent with District procedures;
- The right to receive information about school programs, curriculum, and standards; and
- The right to participate in school activities and advisory processes.

To the extent that the District receives Title I funds, the District also shall comply with applicable federal engagement for programs receiving federal funding.

1. Definitions:

- Annual Parent Notification means the written notice provided by the District to parents and guardians at the beginning of each school year that informs them of their rights and responsibilities, and of District policies and programs, as required by state and federal law.

- Family Engagement means active, two-way communication and partnership to support learning, implemented through mutual responsibility.

- Parent/Family means biological, custodial, or other guardians maintaining educational decision-making authority under law.

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2. Parent Notification

Parent notifications shall be provided in a format and language accessible to parents/guardians to the extent required by law. The District shall ensure that information regarding parent rights, responsibilities, and opportunities for engagement is ("Annual Parent Notification"):

- Distributed to parents/guardians annually; and
- Made available through District publications and the District website.

The District shall also provide parents/guardians with timely and accurate information regarding:

- Their child's attendance and progress;
- School policies, rules, and procedures; and
- Programs, services, and opportunities available to their child.

3. Family-Engagement in Decision-Making

The District shall provide opportunities for parents and family members to participate meaningfully in District and school decision-making processes, including:

- Providing input on programs and plans affecting students; and
- Participating in advisory committees or engagement processes, as applicable.
  State law and LCAP requirements emphasize the importance of seeking parent input in District decision-making.

Information should be provided in a manner that is accessible to all parents/guardians, including those with limited English proficiency or disabilities, as required by law.

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Administrative Regulations

1. Annual Notice

The Superintendent or designee shall ensure coordination of all required parent notifications to avoid duplication and ensure timely distribution.

The annual notice shall include, as applicable, notice of parent/guardian rights under the Protection of Pupil Rights Amendment (20 U.S.C. 1232h), including the right to inspect instructional materials used in connection with any survey, analysis, or evaluation funded in whole or in part by the United States Department of Education; the right to inspect, upon request and within a reasonable period of time, any survey created by a third party before it is administered or distributed to students; and any applicable procedures for exercising those rights.

The annual notice also shall advise parents/guardians of the District's arrangements to protect student privacy in the administration of surveys collecting protected information, and shall notify parents/guardians of the approximate dates of, and opportunity to opt their child out of, any survey that collects such information and is funded in whole or in part by the United States Department of Education, any nonemergency invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, and activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

No student shall be required, as part of any applicable program funded in whole or in part by the United States Department of Education, to submit to a survey, analysis, or evaluation that reveals protected information identified in 20 U.S.C. 1232h without prior written consent of the parent/guardian, unless otherwise authorized by law.

2. Promoting Engagement in Decision-Making

State law emphasizes the importance of seeking parent input in District decision-making processes. The Superintendent or designee shall provide opportunities, as appropriate, for parent and family input in District and school decision-making processes, which may include:

- Advisory committees;

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- Community meetings; and
- Engagement activities related to District plans and programs.

Common engagement opportunities:

- Annual Engagement & Capacity Building: Host flexible meetings, workshops, and trainings at convenient times to support family involvement. Provide childcare, translation, transportation, and virtual options to reduce barriers.
- School-Parent Compacts: Develop collaboratively at each school outlining responsibilities of staff, families, and students in academic achievement.
- Transparency: Publish district reports annually, including standardized test results, school climate data (absenteeism, suspension rates), and engagement metrics—presented within LCAP and Dashboard reports.
- Family Advisory Structures: Maintain and engage committee structures such as Parent Advisory Committees and DELAC/ELAC in policy development and review processes.

3. Equity & Access Focus:

The District shall strive to ensure that engagement opportunities are accessible to all families, including:

- Parents/guardians with limited English proficiency;
- Parents/guardians with disabilities; and
- Families of diverse backgrounds.

4. Coordination with District Programs

The Superintendent or designee shall coordinate parent engagement efforts with applicable District programs and plans, which may include:

- Local Control and Accountability Plan (LCAP) engagement processes; and
- Programs funded under state or federal law, as applicable.

5. Documentation and Review

The Superintendent or designee shall maintain documentation of parent engagement efforts sufficient to demonstrate compliance with applicable legal requirements.

Parent engagement practices may be periodically reviewed and adjusted to improve effectiveness and responsiveness to the needs of families.

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Student Records
Policy 2-202

Scope:

The policy applies to any and all official student records maintained by the District on any current or former student of the District.

The District will comply with all state and federal law regarding maintenance and access to student records, including but not limited to the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F.R. Part 99, California Education Code §§ 49060-49079, and 5 C.C.R. § 430-438.

Purpose

The purpose of this policy is to ensure proper student records are maintained on each student of the District and provide proper parent access to student records while preventing any unauthorized release of student information.

Policy Definitions

1. **Student:** "Student" means any individual who is or has been in attendance in the District and regarding whom the District maintains education records.

2. **Attendance:** "Attendance" includes, but is not limited to, in person, or virtually by other means, including correspondence, videoconference, satellite, Internet, or other technologies used when a student is not in the classroom, and also includes students who are enrolled in a District work-study program.

3. **Parent:** "Parent" means a natural parent, an adopted parent, or legal guardian.

4. **Eligible Student:** "Eligible Student" means a student who has reached 18 years of age or is attending an institution of postsecondary education.

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5. **Student Record/Pupil Record:** "Student Record" or "Pupil Record" means any item of information directly related to an identifiable student, other than directory information, that is maintained by the District or required to be maintained by a District employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. Student records do not include any of the following:
   - Informal notes related to a student compiled by a District officer or employee that remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.
   - Directory Information collected and/or maintained by the District in accordance with District Board Policy 2-203.
   - Law Enforcement Records of the law enforcement unit of the District.
   - Employee Records related exclusively to a District employee's capacity as an employee.
   - Records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student in the District; and
   - Grades on peer-graded papers before they are collected and recorded by a teacher.

6. **Legitimate Educational Interest:** "Legitimate Educational Interest" means an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or obligations to the District, require access to information in student records.

7. **School Officials and Employees:** "School Officials and Employees" has the same meaning as defined in 34 C.F.R. § 99.31.

Prohibition on Collecting Certain Information

The District shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless required by state or federal law. The District shall not compile any list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor disclose student information to federal authorities for the purpose of compiling such lists for immigration enforcement.

No District employee or contractor shall be required to disclose information related to a student's sexual orientation, gender identity, or gender expression to any other person without the student's consent, unless legally required to do so.

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The District's Custodian of Records

The Board hereby designates the Superintendent or designee as the District's Custodian of Records. The Custodian of Records is responsible for implementing the Board's policies regarding student records throughout the entire District. The Custodian of Records shall ensure that each school-site representative is properly implementing the District's policies at their designated site.

School-Site Representatives

The principal of each school-site or a certificated employee designated by the principal shall be the school-site representative responsible for implementing any District policies regarding student records at that school-site.

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Administrative Regulations

Process for Providing Access and Security of Records

Access to student records will be made in accordance with all applicable state and federal law.

The Custodian of Records shall be responsible for the security of student records maintained by the District and shall coordinate with the School-Site Representatives to devise procedures for assuring that access to such records is limited to authorized persons. Those procedures can include physical, technological, and administrative policy controls.

Records for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations a notation in the central file as to where such other records may be found is required.

All requests must be made to the Custodian of Records or School-site Representative, who will authenticate the requestor's identity and authorization to access the records. Qualified certificated personnel will be available to interpret records if requested.

If required by law, the Custodian of Records or School-site Representative will obtain written consent of the parent/guardian or eligible student prior to disclosing the student record. The written consent must comply with 34 C.F.R. § 99.30. Records will not be disclosed if proper consent is not obtained unless an exception to the consent requirement exists.

The requested access or copies shall be provided within five (5) business days of the date of the request. The District will charge for the actual cost of copying the records except as provided in Education Code § 49065.

Authorized access shall be as follows:

1. Absolute Right to Access:

- For students under 18 years of age, the parents of currently enrolled or former students have an absolute right to access to any and all student records related to their children that are maintained by the District. The District shall not edit or withhold any record unless it is permitted to by law;

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- If an individual with exceptional needs has reached age of 18 and has been determined to be incompetent under State law, the parent/guardian shall be granted absolute access; and

- Students who have reached 18 years of age or are attending an institution of postsecondary education.

The student record nor any part thereof, shall be withheld from the parent or eligible student requesting access.

2. Access Based on Legitimate Educational Interest

The District shall grant access to student records without parental consent or a judicial order where there is a "Legitimate Educational Interest" authorized by law.

The District shall only grant access to those particular records relevant to the legitimate educational interests of the requester as defined by Education Code § 49076(a)(1).

In granting access to records pursuant to a "Legitimate Educational Interest" the District will comply with Education Code § 49076, 34 C.F.R. §§ 99.31, 99.34, and 99.35, and all other applicable law.

All requests for access to student records shall be reviewed by the Custodian of Records and/or the School-Site Representative prior to the approval of any request. The individual making the request shall be responsible for providing documentation showing that he/she is authorized to access the requested records.

3. Access by Law Enforcement or Immigration Authorities

The District shall not provide any student records, personally identifiable information, or other data maintained by the District to law enforcement or immigration enforcement officers except as authorized by Education Code §§ 49076 and 49076.5, FERPA, or other applicable law.

Requests for student records, personally identifiable information, or other data maintained by the District by an immigration officer will be handled pursuant to Policy 6-102.

Staff shall receive periodic training on these requirements as part of the District's annual compliance review.

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4. Compliance with Court Orders or Subpoenas

Student records and information will be furnished in compliance with a court order or lawfully issued subpoena in the manner required by Education Code §§ 49077-49078, 5 C.C.R. § 435, and all other applicable law.

5. Citizenship, Immigration Status, and Place of Birth

Information regarding a student's or family member's citizenship status, immigration status, place of birth, or any other information indicating national origin shall not be released, disclosed, or otherwise made available to any person or entity for immigration purposes, except as required by state or federal law or court order.

Any disclosure of such information shall be made only in accordance with Policy 6-102 (Immigration Enforcement on Campus and Notification Procedures) and applicable provisions of the California Attorney General's model immigration enforcement policy.

The District shall not collect information or documents regarding citizenship or immigration status, place of birth, or national origin of students or their family members except as required to administer a state or federally supported educational program.

6. Conditional Access

The District also has the discretion to grant "Conditional Access" to information contained in a student record pursuant to Education Code § 49076(a)(2). The District will follow Education Code § 49076, 34 C.F.R. Part 99, and all other applicable law in granting "Conditional Access."

All requests for access to or information from student records shall be reviewed by the Custodian of Records and/or the School-Site Representative prior to the approval of any request. The individual or agency making the request shall be responsible for providing documentation showing that he/she is authorized to access the requested records.

Procedures for Parent or Eligible Student Access to Student Records

The District shall maintain all student records at the following location (1) School Site Office for current students enrolled at the school, and (2) District Office for any former student no longer enrolled at a school site. If records are maintained in different locations a notation in the central file as to where such other records may be found is required

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Parents or eligible students requesting to copy, inspect, and/or review student records shall make their request to the Custodian of Records or School-site Representative. Qualified certificated personnel will be available to interpret records if requested.

The requested access or copies shall be provided within five (5) business days of the date of the request. If a parent or eligible student has requested to review or inspect student records, the District staff shall provide them with access to the records in a manner that ensures the continued integrity and privacy of the records being inspected or reviewed.

If a parent or eligible student is seeking copies of records, the District will charge for the actual cost of copying the records except as provided in Education Code § 49065.

Student Records Access Log

The Custodian of Records shall maintain a log for each student's record documenting all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. The log will comply with Education Code § 49064, 5 C.C.R. §§ 432 and 435, 34 C.F.R. 99.32, and all other applicable law.

Changes to Student Records

Any changes, challenges, or expungements to student records shall be made in accordance with the procedures outlined in Education Code §§ 49062.5, 49069, 49070, and 49071, 5 C.C.R. §§ 436-437, 34 C.F.R. §§ 99.20-99.22, and all other applicable law.

Types of Records Collected and Maintained by District

The principal of each school shall keep on file a record of enrollment and scholarship for each Student currently enrolled in said school.

All anecdotal information and assessment reports maintained as a student record shall be dated and signed by the individual who originated the data.

The District shall not compile any other student records except those records as defined by 5 C.C.R. § 432 and all other applicable law, including:

1. **"Mandatory Permanent Pupil Records"** are those records which the District is required by law to compile. The District shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every student who was enrolled in a District program.

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The mandatory permanent pupil record or a copy thereof shall be forwarded by the District whenever the District receives a request for student records from a public or private school in which the student has enrolled or intends to enroll. These records include:

- Legal name of the student
- Date of birth
- Method of verification of birth date
- Sex of the student
- Place of birth
- Name and address of the parent
- Address of minor student if different than above
- Annual verification of the name and address of the parent and residence of the student
- Entering and leaving date of each school year and for any summer session or other extra session
- Subject taken during each year, half-year, summer session, or quarter
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

2. **"Mandatory Interim Pupil Records"** are records which the District is required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation, including:

- A log or record identifying persons (except authorized school personnel) or organizations requesting or receiving information from the record.
- Health information, including Child Health developmental disabilities Prevention Program verification or waiver.
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- Language training records.
- Progress slips and/or notices as required by Education Code §§ 49066 and 49067.
- Parental restrictions regarding access to directory information or related stipulations.
- Parent or eligible student rejoinders to challenged records and to disciplinary action
- Parental authorizations prohibitions of student participation in specific programs.
- Results of standardized tests administered within the preceding three years.

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3. **"Permitted Records"** are those student records which the District may maintain for appropriate educational purposes and may include:

- Objective counselor and/or teacher ratings
- Standardized test results older than three years
- Routine discipline data
- Verified reports of relevant behavioral patterns
- All disciplinary notices
- Attendance records not covered in the Administrative Code § 400.

Retention and destruction of student records will be made in accordance with 5 C.C.R. § 437 and all other applicable law.

Student Records from Social Media

The District may gather and maintain information from students' social media only under the conditions provided for in Education Code § 49073.6, and all other applicable law, including:

1. Prior Notice: The District shall notify students and parents/guardians about any proposed social media monitoring program and provide an opportunity for public comment at a regularly scheduled Board meeting before implementation.

2. Limited Scope: The District shall gather only information that directly pertains to school safety or student safety.

3. Student Access: Upon request, the District shall provide students access to any information gathered from their social media and an opportunity to correct or delete such information.

4. Destruction Timeline: Information gathered from social media shall be destroyed within one year after the student turns 18 years of age or within one year after the student is no longer enrolled, whichever occurs first.

5. Parental Notice: The District shall provide each parent/guardian of a student subject to the program with the required notification under Education Code § 49073.6.

6. Third-Party Contracts: Any contract with a third party to gather social media information shall prohibit the third party from using, selling, or sharing information beyond the contract's scope, and shall require destruction of information upon contract completion or student departure.

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Student Records Transfer

When student transfers to the District or from the District, including students in foster care, the District will comply with all applicable laws related to the transfer of their student records.

Annual Notice to Parents

The District shall notify parents in writing at least annually of their rights in regard to student records as required by Education Code § 49063.

When a student enrolls in the District, and at the beginning of each school year, the District shall provide parents/guardians and eligible students written notification in their home language, insofar as is practicable, of each of the following:

1. The types of student records and information contained therein which are directly related to students and maintained by the District.
2. The position of the official responsible for the maintenance of each type of record.
3. The location of the log or record required to be maintained pursuant to Education Code § 49063.
4. The criteria to be used by the District in defining "school officials and employes" and "legitimate educational interest."
5. The policies of the District for reviewing and expunging those records
6. The right of the parent to access student records.
7. The procedures for challenging the content of student records.
8. The cost, if any, that will be charged to the parent for reproducing copies of records.
9. The categories of information which the District has designated as "Directory Information."
10. Any other rights and requirements required by law and the right of the parent to file a complaint with the United states Department of education concerning an alleged failure by the District to comply with the provisions of Section 444 of the General Education Provisions Act (20 U.S.C. § 1232g.)
11. The availability of prospectus prepared pursuant to Education Code § 49091.14.
12. The process and deadline by which a parent or eligible student may notify the District that they do not want their child's/their directory information to be released. (Ed. Code, § 49073.)
13. A statement that the District does not release citizenship status, immigration status, place of birth, or any other information indicating national origin as directory information and that such information is protected from disclosure for immigration enforcement purposes

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(except where the District received the required consent by law). (Ed. Code § 234.7; AB 495)

14. A statement that parents/guardians may request that the District not release the student's name, address, email address, and telephone number to military recruiters without prior written consent.

15. Information about the District's policy regarding release of directory information to private schools, colleges, and other entities.

Cal Grant Grade Point Average Submission

The District shall provide the Student Aid Commission with the grade point average of all students in grade 12 for use in the Cal Grant program pursuant to Education Code § 69432.9 and all other applicable law.

No later than January 1 each year, the District shall notify each student in grade 11, and their parents/guardians if under 18, that the student's GPA will be forwarded to the Student Aid Commission by October 1 unless the student opts out within the time specified in the notice (not less than 30 days).

When Parent's Primary Language is Not English

When a parent's primary language is not English, the District shall make an effort to:

1. Provide interpretation of the pupil record in the primary language of the parent; or

2. Assist the parent(s) in securing an interpreter.

Contracts for Digital Storage, Management, and Retrieval of Student Records

The District may enter into a contract with a third party (1) to provide services, including cloud-based services, for the digital storage, management, and retrieval of student records, or (2) to provide digital educational software that authorizes a third-party provider of such software to access, store, and use student records in accordance with specified contractual provisions. When entering into a contract, the District will comply with all Federal and State law and will ensure that the third-party provider is bound to said compliance.

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Release of Directory Information
Policy 2-203

Directory Information:

> **Purpose**
>
> The purpose of this policy is to identify the categories of directory information that may be released and the restrictions on releasing that information.

Directory information includes, but is not limited to, information regarding a student's:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Dates of attendance
7. Participation in officially recognized activities and sports
8. Weight and height of members of athletic teams
9. Degrees, honors, and awards received; and
10. Most recent educational agency or institution attended.

Social Security Numbers Not Directory Information

Directory information does not include a student's social security number. (Ed. Code § 49061 (c); 34 CFR § 99.3.)

Citizenship and Immigration Status Not Directory Information

Directory information does not include a student's or family member's citizenship status, immigration status, place of birth, or any other information indicating national origin. Such information shall not be disclosed for immigration enforcement purposes except as required by state or federal law or court order.

Any request for such information shall be handled in accordance with Policy 6-102 (Immigration Enforcement on Campus and Notification Procedures) and Policy 2-202 (Student Records).

Privacy in Board Meeting Minutes

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

A student's directory information or the personal information of a student or parent/guardian of a student shall not be included in the minutes of a Governing Board meeting except as required by judicial order or federal law if a student who is 18 years or old or a parent/guardian of a student has provided a written request to the secretary or clerk of the Governing Board to exclude such information form the minutes.

Parent Notification

When a student enrolls in the District, and at the beginning of each school year, the District shall provide parents/guardians and eligible students written notification in their home language, insofar as is practicable, of each of the following:

1. The types of student records and information contained therein which are directly related to students and maintained by the District.
2. The position of the official responsible for the maintenance of each type of record.
3. The location of the log or record required to be maintained pursuant to Education Code § 49063.
4. The criteria to be used by the District in defining "school officials and employes" and "legitimate educational interest."
5. The policies of the District for reviewing and expunging those records
6. The right of the parent to access student records.
7. The procedures for challenging the content of student records.
8. The cost, if any, that will be charged to the parent for reproducing copies of records.
9. The categories of information which the District has designated as "Directory Information."
10. Any other rights and requirements required by law and the right of the parent to file a complaint with the United states Department of Education concerning an alleged failure by the District to comply with the provisions of Section 444 of the General Education Provisions Act (20 U.S.C. § 1232g.)
11. The availability of prospectus prepared pursuant to Education Code § 49091.14.
12. The process and deadline by which a parent or eligible student may notify the District that they do not want their child's/their directory information to be released. (Ed. Code, § 49073.)
13. A statement that the District does not release citizenship status, immigration status, place of birth, or any other information indicating national origin as directory information and that such information is protected from disclosure for immigration enforcement purposes (except where the District received the required consent by law). (Ed. Code § 234.7; AB 495)

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14. A statement that parents/guardians may request that the District not release the student's name, address, email address, and telephone number to military recruiters without prior written consent.
15. Information about the District's policy regarding release of directory information to private schools, colleges, and other entities.

Parent Withdrawal of Consent to Release Directory Information

The District shall not release directory information on a student if parent notifies the District that they do not want the information disclosed.

If a parent has notified the District that they do not want information released, the District shall obtain parent consent before any subsequent release of information. (Ed. Code, § 49073.)

Former Student Opt-Out Continuation

For any former student, the District shall continue to honor any valid request to opt out of the disclosure of directory information that was made while the student was in attendance. The opt-out shall remain in effect unless rescinded in writing by the former student or, if still a minor, the parent/guardian.

Release of Directory Information

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based upon a determination of the best interest of the student.

Military Recruiter Access to Directory Information

The District shall provide military recruiters, upon request, with the names, addresses, and telephone numbers of secondary students. However, the District will minimize the release of student telephone numbers in the absence of express parental consent.

The Superintendent or designee shall notify parents/guardians annually that they may request that the District not release the student's name, address, email address, and telephone number to military recruiters, employers, or institutions of higher education without prior written consent.

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If a parent/guardian or eligible student has submitted a written request to withhold this information, the District shall not release it without prior written consent.

Restrictions on Release to Private Profit-Making Entities

Directory information shall not be released to any private profit-making entity, except:

1. News media representatives for legitimate news-gathering purposes.
2. Employers and prospective employers, including military recruiters.
3. Private schools and colleges, which may receive names and addresses of 12th-grade students and students no longer enrolled, provided such information is used only for purposes directly related to the institution's academic or professional goals.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any organization based on a determination of the best interests of District students.

Homeless Students

If a student is identified as homeless child or youth as defined in Title 42, U.S. Code § 11434a(2) (Section 725 of the McKinney-Vento Homeless Assistance Act), his/her directory information shall not be released unless the District has received written consent from the parent, or the holder of parent's rights. (Ed. Code, § 49073; 42 USC § 11434a(2); 20 USC § 1232g.)

Directory information of such a homeless child or youth may be disclosed to facilitate an eye examination by a nonprofit eye examination provided authorized by Education Code § 49455.5 or a free oral health assessment hosted by a school as authorized by Education Code § 49452.8, unless the parent or student with parental rights, has provided written notice that they do not consent to the physical examination.

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Uniform Complaint Procedure
Policy 2-204

Scope:

The Board hereby adopts the Uniform Complaint Procedures as specified in 5 C.C.R. § 4600-4670.

This policy applies to all complaints related to all topics listed in Education Code § 33315, including:

1. Adult Education programs established pursuant to Education Code §§ 8500-8538, 52500-52617.
2. Consolidated categorical aid programs listed in Education Code § 64000(a).
3. Migrant child education established pursuant to Education Code §§ 54440-54445.
4. Career technical and technical education and career technical and technical training programs established pursuant to Education Code §§ 52300-52462.
5. Childcare and development programs established pursuant to Education Code §§ 8200-8498.
6. Discrimination, harassment, intimidation, and bullying based on protected characteristics, including but not limited to race, color, ancestry, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.
7. Lactation accommodations.
8. Educational rights of foster youth pursuant to Education Code §§ 48853, 48853.5, and 49069.6, and graduation requirements for foster youth, homeless youth, and other youth pursuant to Education Code § 51225.1.
9. Pupil fees pursuant to Education Code §§ 49010-49013.
10. Courses of study pursuant to Education Code § 51228.3.
11. Instructional minutes for physical education pursuant to Education Code § 51223.
12. Local control and accountability plans pursuant to Education Code § 52075.
13. Juvenile court schools pursuant to Education Code § 48645.7.

Purpose

The Governing Board is committed to ensuring compliance with applicable state and federal laws and regulations governing educational programs, services, and activities. The Board hereby provides a uniform system of complaint procedures to address allegations of violations covered under Education Code § 33315(a)(1). These procedures shall promote and prompt an equitable resolution of complaints to foster a safe and inclusive learning environment.

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14. School safety plans pursuant to Education Code § 32289.
15. Deficiencies related to preschool health and safety issues for California state preschool program pursuant to Education Code § 8235.5.
16. School or athletic team names, mascots, or nicknames pursuant to Education Code § 221.3.
17. Violation of Education Code § 243 regarding instructional materials.
18. Retaliation for reporting a violation of this policy, bringing complaining or participating in the complaint process.
19. Any other state or federal educational program the Superintendent or designee deems appropriate.

These complaint procedures do not apply to:

1. Complaints regarding employment discrimination, harassment, and retaliation, which are handled pursuant to Board Policy and Administrative Regulation 1-101.
2. Complaints regarding sexual harassment covered under Title IX, which are handled pursuant to Board Policy and Administrative Regulation 1-103.
3. Complaints regarding child nutrition programs established pursuant to Education Code §§ 49490-49590. Those complaints are governed by 7 C.F.R. §§ 210.19(a)(4), 215.11(e), 220.13(c), 225.11(b), and 250.15(d) and 5 C.C.R. § 15580-15584.
4. Complaints regarding special education programs established pursuant to Education Code §§ 56000-56856, 5900-59300. These complaints are governed by 34 C.F.R. §§ 300.151-300.153 and 5 C.C.R. §§ 3200-3205.
5. Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments. These complaints are governed by 5 C.C.R. §§ 4680-4687.
6. Complaints regarding state preschool health and safety issues that are exempt from licensing. Those complaints are governed by 5 C.C.R. §§ 4690-4694.
7. Complaints alleging child abuse. Those complaints will be referred to the County Department of Social Services, Protective Services Division, or law enforcement.
8. Complaints regarding the health and safety of licensed facilities operating a Child Development Program. Those complaints will be referred to the County Department of Social Services.

The Board prohibits retaliation against any individual who files a complaint, participates in the complaint investigation process, or reports a concern.

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Administrative Regulations

Definitions

1. Compliance Officer: The person responsible for receiving complaints, investigating complaints, and ensuring the District's compliance:

   Superintendent/Principal
   2452 El Centro Blvd.
   East Nicolaus, CA 95659
   530-656-2407

   The Compliance Officer may designate another person as the Compliance Officer to investigate and resolve a complaint, including requesting assistance from legal counsel. The District will ensure that the Compliance Officer or designee shall be knowledgeable about the laws/programs that they are assigned to investigate.

2. Complaint: A written and signed statement (including an email) alleging a violation of law or regulation, including discrimination, harassment, intimidation, or bullying. If the complainant is not able to put the complaint in writing, the District will assist the complainant in filing the complaint.

3. Complainant: Any individual, including a person's authorized representative or interested third party, public agency, or organization who files a complaint under this policy. A complaint on behalf of an individual student may only be filed by that student or that student's authorized representative.
   - Complaints alleging discrimination, harassment, intimidation, or bullying pursuant to this policy may be filed by anyone who believes they have personally suffered such discrimination, harassment, intimidation, or bullying or who believes a specific class of individuals have been subjected to discrimination, harassment, intimidation, or bullying, or by an authorized representative that alleges an individual student has be subjected to discrimination, harassment, intimidation, or bullying.
   - Complaints regarding pupil fees and local control and accountability plans may be filed anonymously if the Complaint provides evidence or information leading to evidence to support the allegations.
4. Respondent: The person or entity alleged to have violated policy, law, or regulation.

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Complaint Process:

1. Filing a Complaint

- Complaints may be filed in writing using the District's Uniform Complaint Form, available on the District's website, however the Complainant is not required to use this form
- Complaints must be submitted to the Compliance Officer or designee within one (1) year of the alleged violation.
    - For Complaints alleging unlawful discrimination, harassment, intimidation, or bullying the Complaint must be submitted within six (6) months from the date the alleged violation occurred or the date the Complainant became aware of the issue. Extensions for good cause, not to exceed ninety (90) days, may be granted upon written request by the Complainant. The Superintendent or designee will respond to such requests immediately.
    - For Complaints regarding the educational rights of foster youth, as specified in 5 C.C.R. § 4630.5, the one-year time line shall not apply.

2. Acknowledgment and Review

- The Compliance Officer or designee will acknowledge receipt of the Complaint in writing within five (5) business days.
- A preliminary review will determine whether the Complaint falls under the UCP or another District policy.

3. Investigation

- An impartial investigation will be conducted and completed within sixty (60) calendar days of receipt of the Complaint, unless extended by written agreement of the Complainant.
- The investigation will include interviews, document reviews, and other relevant fact-finding steps, as necessary.
- The investigation will include an opportunity for the Complainant, and/or their representative, to present evidence or information leading to evidence to support the allegations.
    - If a Complainant refuses to provide documents or other evidence related to the allegations, fails or refuses to cooperate in the investigation, or engages in any other obstruction of the investigation, the Complaint may be dismissed because of lack of evidence.

    - If the District refuses to provide the Compliance Officer or designee with access to records, information related to the allegations, fails or refuses to cooperate in the

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investigation, or engages in any other obstruction of the investigation, it may result in a finding that a violation has occurred and a remedy in favor of Complainant may be imposed.

4. Resolution

- The Compliance Officer or designee will issue and send Complainant a written investigation report within sixty (60) calendar days of receipt of the Complaint, unless extended by written agreement of the Complainant. The investigation report will include:
  - Findings of fact
  - Conclusion of law
  - Disposition of the complaint
  - Corrective actions, if warranted
  - Notification of appeal rights
  - Procedures to be followed for initiating an appeal to CDE

- If dissatisfied with the District's decision, the Complainant may appeal to the California Department of Education within thirty (30) calendar days of the investigation report. The appeal must include the Complaint, a copy of the investigation report, and must specify and explain the basis for appeal, including at least one of the following:
  - The District failed to follow its complain procedures;
  - The investigation report lacks material findings of fact necessary to reach a conclusion of law;
  - The material findings of fact in the investigation report are not supported by substantial evidence;
  - The legal conclusions in the investigation report are inconsistent with the law; and/or
  - In cases where the District finds noncompliance, the corrective action fails to provide a proper remedy.
- A Complaint that alleges discrimination, harassment, intimidation, or bullying may also be able to pursue civil law remedies including, but not limited to, injunctions, restraining orders, or other remedies or orders after sixty (60) have elapsed from the filing of an appeal to CDE. The sixty (60) day moratorium does not apply to injunctive relief and is applicable only if the District has appropriately and timely informed the Complainant of their right to file a complaint.
- Complaints alleging discrimination, harassment, and retaliation may also be filed with the U.S. Department of Education's Office for Civil Rights.

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Confidentiality:

Confidentiality shall be maintained to the extent possible without interfering with the investigation process or the District's legal obligations. The identity of Complainants alleging discrimination, harassment, intimidation, or bullying will remain confidential as appropriate. All parties involved in a Complaint are expected to respect the privacy of others.

Annual Notice:

The District shall annually notify all students, parents/guardians, employees, and other interested parties of its UCP policy and procedures. The notice will include the information required under 5 C.C.R. § 4622(b). The notice shall be provided in English and any other language spoken by 15% or more of the student population.

Recordkeeping

The Compliance Officer or designee shall maintain all Complaint records in accordance with state and federal law.

No Retaliation

The District prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process. However, disciplinary action may be taken against any person who is found to have made a complaint that he or she knew to be false.

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Uniform Complaint Procedures (UCP) Complaint Form

Marcum-Illinois UESD
Address: 2452 El Centro Blvd.
East Nicolaus, CA 95659
Phone: 530-656-2407
Website: www.marcum-illinois.org

Uniform Complaint Form

This form is to be used to file a complaint under the district's Uniform Complaint Procedures (UCP). For assistance in completing this form, please contact [Contact Name/Title] at [Phone Number] or [Email Address].

Complainant Information

• Name: _____

• Address: _____

_____

• Phone Number: _____

• Email Address: _____

Student Information (if applicable)

• Student Name: _____

• Grade Level: _____

• School Name: _____

Details of the Complaint

1. Date of Incident: _____
2. Location of Incident: _____
3. Describe the specific issue or incident. (Include names of individuals involved, dates, and any other relevant information. Attach additional pages if necessary.)

_____

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4. What steps have you taken, if any, to resolve this issue prior to filing this complaint?

5. What specific remedy or resolution are you seeking?

Optional Demographic Information

Providing this information is voluntary and will not affect the investigation of your complaint.

- Ethnicity: _____
- Gender: _____
- Primary Language: _____

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Acknowledgment and Signature

By signing below, I affirm that the information provided in this complaint is true and correct to the best of my knowledge.

- Signature: _____
- Date: _____

For District Use Only

- Date Received: _____
- Received By: _____
- Complaint Number: _____
- Assigned To: _____

Notes:

_____

_____

_____

_____

_____

_____

_____

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Volunteer Policy
Policy 2-205a

Scope:

Applies to all volunteers serving the District— in the classroom, on field trips, during extracurriculars, or other school-related functions.

Generally

- Volunteers are valued for enhancing students' educational experiences.
- Volunteers must work under the direct supervision of certificated staff or administrators and cannot replace District employees.
- All District policies—confidentiality, FERPA, non-discrimination—must be followed by volunteers.

Purpose

The Governing Board recognizes the valuable contributions of parents, guardians, and community members who volunteer their time and expertise to support the education of our students. This policy establishes clear categories and requirements to ensure a safe, productive, and respectful environment for volunteers, staff, and students while maintaining compliance with state and federal laws.

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Administrative Regulations

1. Volunteer Categories

- Limited Student Contact: Individuals participating in school events with limited student contact must:
  - Sign in/out at the office; wear district ID;
  - Remain under staff supervision; no unsupervised or one-on-one student interaction; and
  - No Live Scan fingerprinting unless deemed necessary by Superintendent.

- Frequent/Prolonged Student Contact ("Regular Volunteer"): Individuals that regularly volunteer and/or have extended supervision of students (e.g. overnight chaperone) must:

  - Approval by principal or Superintendent;
  - Must be at least 18 years old;
  - Sign in/out; wear visible ID;
  - Live Scan fingerprinting (DOJ and FBI);
  - Mandated Reporter Training per AB 506;
  - TB risk assessment and follow-up as required by law; and
  - Adhere to district child abuse prevention and supervision policies.

2. Training for Regular Volunteers

- Must attend orientation or receive written guidelines on:
  - Student confidentiality and FERPA;
  - Professional boundaries;
  - Mandated reporting of suspected abuse;
  - Emergency and safety procedures;
  - Appropriate attire and behavior;
  - Following staff instructions;
  - Student discipline authority (e.g. no authority to discipline)

3. Additional Requirements for Student Transportation

Volunteers using private vehicles on school-sponsored trips are classified as Regular Volunteers and must meet the following additional requirements:

- Be at least 21 years old (25 if transporting more than 9 students);
- Provide valid driver's license and auto liability insurance;

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- Submit Motor Vehicle Report and meet medical, driving record, and vehicle safety standards per SB 88 (includes inspections, drug testing, training).

4. Prohibited Activities

Volunteers shall not:

- Engage in unsupervised, one-on-one student interactions unless pre-approved;
- Access or share confidential student records;
- Perform instructional or disciplinary roles without staff supervision;
- Engage in discriminatory, unsafe, or inappropriate conduct; or
- Violate any other District policy or law.

5. Termination of Volunteer Service

The Superintendent/designee may suspend or terminate volunteer status at any time if conduct, performance, or circumstances pose risks to student safety or conflict with District policy.

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Visitor Policy
Policy 2-205b

Scope:

All visitors to school campuses shall conduct themselves in a manner that does not disrupt the educational process or compromise the safety of students or staff.

Visitors include any individual on campus who is not a student or employee of the District, including:

- Parents/Guardians;
- Contractors; and
- Members of the Public.

Purpose

The Governing Board recognizes its responsibility to maintain a safe and orderly campus and to protect students and staff while allowing appropriate access to District programs and activities.

1. Generally

All Visitors shall:

- Report to the school office immediately upon entering campus;
- Provide identification upon request;
- Sign in using the District's visitor system, if applicable; and
- Sign out upon their departure.

If cleared to visit, Visitors shall receive a visitor badge or pass, which must be worn during their presence on campus.

2. Access and Supervision

Visitors shall:

- Remain in authorized areas only; and
- Be directed or escorted to their destination, as appropriate.

District procedures may include escort requirements to ensure campus awareness of visitor presence.

Visitors shall not record or photograph students or staff without prior authorization, except as permitted by law.

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3. Classroom Visits

Classroom visits shall:

- Be arranged in advance with the school office or principal; and
- Be conducted in a manner that does not disrupt instruction.

4. Denial or Revocation of Access

The principal or designee may deny or revoke a visitor's access to campus when necessary to:

- Maintain order;
- Protect student and staff safety; or
- Ensure uninterrupted school operations.

As permitted by law, visitors' access may be prohibited.

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Access to District Records
Policy 2-206

Scope:

This policy applies to all requests for inspection or copies of District records made by members of the public under the California Public Records Act (CPRA). It governs the procedures for responding to such requests, the types of records subject to disclosure, and the exemptions that protect certain information from public release.

This policy does not apply to requests for student records governed by the Family Educational Rights and Privacy Act (FERPA) and Education Code §§ 49060-49079, which are addressed in Board Policy 2-202 (Student Records).

Purpose

The District is committed to transparency and accountability in its operations. This policy ensures compliance with the California Public Records Act (Government Code §§ 7920.000-7930.215) while protecting information that is exempt from disclosure under state and federal law.

Board Policy:

The District shall comply with the California Public Records Act, Government Code §§ 7920.000-7930.215, and all applicable state and federal law related to access to District records.

1. Public Access to Records

The District shall make public records available for inspection, at all times during office hours, and provide copies upon request, except as otherwise provided by law. The public has a right to access information concerning the conduct of the people's business, and access to this information should not be unreasonably restricted.

2. Designation of Custodian of Records

The Superintendent or designee shall serve as the custodian of District records and shall be responsible for responding to requests for public records in accordance with this policy and the California Public Records Act.

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3. Response Timelines

The District shall determine whether a request for public records in whole or part seeks disclosable public records in possession of the District within ten (10) calendar days of receipt. The District shall notify the person making the request of the determination and reasons for the determination. In unusual circumstances, the District may extend this deadline by up to fourteen (14) additional days upon written notice to the requester.

4. Exemptions from Disclosure

The District shall not disclose records or information that is exempt from disclosure under the CPRA or other applicable law.

5. Fees for Copies

The District may charge fees to recover the direct costs of duplication pursuant to Government Code § 7922.530. Fees for electronic records shall be based on the direct cost of producing a copy of the record in an electronic format pursuant to Government Code § 7922.575.

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Administrative Regulations

1. Receiving and Processing Requests

- Requests for public records may be submitted in writing, by email, or verbally. The District encourages written requests to ensure clarity and accurate tracking.
- Requesters are not required to provide identification, a reason for the request, or intended use of the records.
- As necessary, the Superintendent or designee will assist requestors in identifying requested records to the extent reasonable under the circumstances pursuant to Government Code § 7922.600

2. Response Requirements

Within ten (10) calendar days of receiving a request, the Superintendent or designee shall:

- Determine whether the request in whole or in part seeks disclosable public records in the possession of the District and notify the requestor of such determination and reasons for the determination; or
    - If the Superintendent or designee determines that the request seeks disclosable public records the Superintendent or designee must notify the requestor of the estimated date and time when the records will be made available.
    - If the request is denied in whole or in part the notification will be made in writing to the requestor and will set forth the name(s) and title(s) if each person responsible for the denial.
- Notify the requester of an extension of up to fourteen (14) additional calendar days due to unusual circumstances pursuant to Government Code § 7922.535.

3. Unusual Circumstances Permitting Extension

Unusual circumstances that justify extending the response deadline by up to fourteen (14) additional calendar days include:

- The need to search for and collect records from field facilities or other establishments separate from the office processing the request;
- The need to search for, collect, and examine a voluminous amount of separate and distinct records demanded in a single request;

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- The need to consult with another agency having a substantial interest in the request or among two or more components of the agency having substantial subject matter interest therein;
- The need to compile data. Write programming language or a computer program, or create a computer report to extract data;
- The inability to access electronic servers or systems due to a cyberattack in order to search for and obtain a record the District believes is responsive and is maintained on the servers or systems, but only until the District regains its ability to search for and obtain electronic records; or
- The need to search for, collect, and examine records when a declared state of emergency directly affects the District's ability to timely respond. This does not apply to a request for records created during and related to the state of emergency proclaimed by the Governor.

4. Records Exempt from Disclosure

The California Public Records Act lists categories of records that are exempt from disclosure. The District will not permit access to records that are exempt under the California Public Records Act and all other applicable law.

When a record contains both disclosable and exempt information, the exempt portions shall be redacted, where reasonably segregable, and the remaining disclosable portions shall be provided.

5. Student Records

Student records are not public records and are governed by the Family Educational Rights and Privacy Act (FERPA), Education Code sections 49060-49079, and Policy 2-202 (Student Records). Requests for student records shall be processed in accordance with those provisions.

6. Format of Records

- If a nonexempt record is available in electronic format and the requester requests an electronic copy, the District shall provide the record in the electronic format requested.
- The District is not required to create records that do not exist or compile data in a manner not already maintained.
- Disclosable portions of records shall be provided even when non-disclosable portions must be redacted.

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7. Fees and Cost Recovery

- Inspection of records is free of charge.
- The fee for copies shall be in compliance with Government Code § 7922.530 and all applicable law.
- For electronic copies, the fee shall be in compliance with Government Code § 7922.575 and all applicable law.

8. Records Retention

The District shall maintain records in accordance with applicable records retention schedules. Records responsive to a pending request shall not be destroyed until the request has been fulfilled or the matter is resolved.

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Williams Complaint
Policy 2-207

Scope:

This policy applies to complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments.

The Board hereby adopts the Williams Complaint Procedures set forth in 5 C.C.R. § 4680-4687 and Education Code § 35186. The District will comply with such regulations and all other applicable law.

Purpose

The Governing Board is committed to ensuring appropriate access to instructional materials, all positions are appropriately filled, and the safety and well-being of its students and staff.

Definitions:

Good Repair: Means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant Education Code § 17002.

Misassignment: Means (1) the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate; or (2) credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher Vacancy: Means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester or for an entire semester.

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Administrative Regulations

Complaints

Complaints shall be limited to those topics identified in 5 C.C.R. § 4680-4687 and Education Code § 35186 as follows:

1. A complaint related to instructional materials includes:
    a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.
    b. A student does not have access to textbooks or instructional materials to use at home or after school.
        - This does not require two sets of textbooks or instructional materials for each student.
    c. Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
    d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. A complaint related to teacher vacancy or misassignment includes:
    a. A semester begins and a teacher vacancy exists.
    b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
    c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. A complaint related to the condition of facilities that pose an emergency or urgent threat to the health or safety of students or staff as defined in Education Code § 17592.72(c)(1) and the requirements established pursuant to Education Code § 35292.5(a).

Filing a Complaint

Complainants may use the attached form for filing the complaint; however, use of the complaint form is not required. A complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they request it.

The complaint shall be filed with the site principal or designee of the Superintendent. A complaint that is filed beyond the authority of the principal will be forwarded to the appropriate school official within ten (10) working days.

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Complaints related to instructional materials shall identify:

1. The school;
2. The course or grade level in which the deficiencies in instructional materials exist;
3. The teacher of the course or grade level; and
4. The specific nature of the deficiencies.

Complaints regarding a teacher vacancy or misassignment shall identify:

1. The course or grade level in which the teacher vacancy or misassignment exists;
2. The specific nature of the vacancy or misassignment; and
3. If it is a misassignment, the name of the teacher who is misassigned.

Complaints regarding the conditions of facilities that pose an emergency or urgent threat to the health or safety of students or staff shall identify:

1. The specific school in which the condition exists;
2. The location of the facility;
3. Describe emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff; and
4. How the condition poses a threat to the health or safety of students or staff.

Notices

Notice shall be posted in each classroom in each school of the District notifying parents of the following required under 5 C.C.R. § 4684 and Education Code § 35186:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials each student, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
4. The location at which to obtain a form to file a complaint in case of a shortage.

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Investigation and Response

The principal or designee of the Superintendent shall make all reasonable efforts to investigate any problem within their authority. The principal or designee of the Superintendent shall remedy a valid complaint within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received.

The report will be provided in English and if Section 48985 is applicable, the primary language in which the complaint was filed.

The principal or designee of the Superintendent shall report to the complainant the resolution of the complaint within forty-five (45) working days of the initial filing of the complaint if the complainant identified themselves and requested a response. If the principal makes the report, the principal shall also report the same information in the same timeframe to the Superintendent or designee of the Superintendent.

All complaints and responses are public records.

Appeals

A complainant who is not satisfied with the resolution of the principal or designee of the Superintendent has the right to describe the complaint to the Board at a regularly scheduled meeting of the Board.

A complainant who is not satisfied with the resolution by the principal, or the district superintendent or his or her designee of the Superintendent, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of section 17592.72(c)(1), has the right to file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the report.

Complaints alleging more than one student does not have sufficient textbooks or instructional materials, as defined in Education Code § 60119(c), as a result of an act by the board or the Board's failure to act to remedy the deficiency may be filed with the Superintendent of Public Instruction.

Reports

The District shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the Board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Board. The report

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shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

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Williams Complaint Form

Pursuant to Education Code § 35186 and 5 C.C.R. §§ 4680-4687 complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments can be filed with the District. Complaints can be filed anonymously, however, if you would like a response to your complaint you must provide your contact information. Complaints and responses under this statute are public documents.

Complaints shall be filed with the site principal.

Name:_____

Mailing Address:_____

Email:_____

Phone Number:_____

Would you like a response? [ ] Yes [ ] No

Identify the school site: _____

Identify the specific location of the condition (if applicable):_____

_____

Identify the course or grade level:_____

Identify the teacher (if applicable):_____

What is the topic of your complaint? Please check all that apply.

1. A complaint related to instructional materials.

   [ ] A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.

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[ ] A student does not have access to textbooks or instructional materials to use at home or after school.

[ ] Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.

[ ] A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. A complaint related to teacher vacancy or misassignment.

[ ] A semester begins and a teacher vacancy exists.

[ ] A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

[ ] A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. A complaint related to the condition of facilities.

[ ] The condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff as defined in Education Code § 17592.72(c)(1) or the requirements established pursuant to Education Code § 35292.5(a).

Please describe in detail the nature of your complaint. You may attach additional pages as needed to describe the situation or issue fully. For complaints concerning the condition of the facilities that pose an emergency or urgent threat to the health or safety of students or staff please describe how the condition poses such a threat.

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Health and Safety Complaints in License Exempt Preschools
Policy 2-208

Scope:

This policy applies to complaints regarding health and safety issues pursuant to Health and Safety Code § 1596.7925 in California state preschool programs that are exempt from licensing pursuant to Health and Safety Code § 1596.792(o).

The Board hereby adopts the Complaint Procedures set forth in 5 C.C.R. § 4680-4687 and Education Code § 8212. The District will comply with such regulations and all other applicable law.

Purpose

The District is committed to ensuring the health and safety of all of its students and staff. This policy and accompanying administrative regulation provide a complaint process for complaints regarding health and safety issues pursuant to Health and Safety Code § 1596.7925 in California state preschool programs that are exempt from licensing pursuant to Health and Safety Code § 1596.792(o).

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Administrative Regulations

Filing a Complaint

Complainants may use the attached form for filing the complaint; however, use of the complaint form is not required. A complaint must be filed with the preschool program administrator or designee. A complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they request it.

Any complaint about issues beyond the authority of the preschool program administrator will be forwarded to the appropriate District official in a timely manner, not exceeding ten (10) working days.

Notice

As part of the District's annual notification pursuant to 5 C.C.R. § 4622, the District will clearly indicate which of its California State preschool programs are operating as exempt and which of its California State preschool programs are operating pursuant to title 22 licensing requirements.

Notice shall be posted in each California state preschool program classroom operating as exempt notifying parents/guardians, students, and teacher of the following:

1. The health and safety requirements under title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to Health and Safety Code § 596.7925.

2. The location at which to obtain a form to file a complaint.

Investigation and Resolution

The preschool program administrator or designee shall make all reasonable efforts to investigate any problem within that person's authority.

The investigation shall begin within ten (10) days of receipt of the complaint.

The preschool program administrator or designee shall remedy a valid complaint within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received. The preschool program administrator or designee shall report to the complainant the

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resolution of the complaint within forty-five (45) working days of the initial filing. If the preschool program administrator makes this report, they will also report the same information in the same timeframe to the designee of the District. At the time the preschool program administrator or designee provides the report of the resolution to the complainant, they shall also provide a copy of the report to the preschool program's assigned field consultant at the Department.

The response and report will be provided in English and if Section 48985 is applicable, the primary language in which the complaint was filed.

All complaints and responses are public records.

Appeals

A complainant who is not satisfied with the resolution provided by the preschool program administrator or designee has the right to describe the complaint to the Board at a regularly scheduled hearing.

A complainant who is not satisfied with the resolution offered by the preschool program administrator or the designee has the right to file an appeal to the State Superintendent within thirty (3) days of the date of the written report. The complainant must comply with the appeal required of 5 C.C.R. § 4632. Failure to file a local appeal does not preclude the filing of a state appeal.

Reports

The District shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the Board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records. Additionally, the District shall report the same summarized data on a quarterly basis to the county superintendent of schools.

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Health and Safety in License Exempt Preschools Complaint Form

Pursuant to Education Code § 8212 and 5 C.C.R. §§ 4690-4694 complaints related to health and safety issues under Health and Safety Code § 1596.7925 regarding California state preschool programs that are exempt from licensing pursuant to Health and Safety Code § 1596.792(o) can be filed with the District. Complaints can be filed anonymously, however, if you would like a response to your complaint you must provide your contact information. Complaints and responses under this statute are public documents.

Complaints shall be filed with the site preschool program administrator.

Name:_____

Mailing Address:_____

Email:_____

Phone Number:_____

Would you like a response? [ ] Yes [ ] No

Identify the school site: _____

Please describe in detail the nature of your complaint. You may attach additional pages as needed to describe the situation or issue fully.

_____
_____
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School Site Council Policy
Policy 2-300

Scope:

Applies to all schools receiving state or federal categorical funds (including Title I). Requirements adjust based on site configuration: elementary, secondary, or unified.

Purpose

The District recognizes the critical role of the School Site Council (SSC) in ensuring effective school planning, family engagement, and alignment of resources with student needs. This policy establishes the formation, responsibilities, and operating procedures for SSCs at each school site in accordance with California Education Code and federal Title I requirements.

1. SSC Responsibilities:

- Conduct a comprehensive needs assessment using verifiable data (e.g., state/local performance data) to guide the Single Plan for Student Achievement (SPSA).
- Develop, approve, and annually review the SPSA, including categorical expenditures aligned with school goals, data trends, and the district's LCAP.
- Recommend the SPSA (and any material mid-year revisions) to the governing board for approval consistent with Education Code §64001(i).
- Ensure categorical funds supplement—not supplant—base resources and promote equity across schools.
- Monitor SPSA implementation, evaluate effectiveness, and recommend adjustments as needed.
- Advise on state and federal categorical expenditures.

2. Membership Composition:

- Maintain parity between school personnel ("Group A") and parent/community/student representatives ("Group B").
- Classroom teachers must form the majority of staff representatives.
- Elementary sites (K–6): include principal, teachers, other staff, and parents/community members. Parity may be satisfied with equal numbers when fewer than three teachers exist.
- Secondary sites (7–12): add student members elected by peers, ensuring equal representation between personnel and parents/community + students.

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- Unified sites: composition follows the grade segments across campuses.
- Employee-parents may only serve as parent reps at schools other than their own employment site.

3. Title I & Parent Engagement (Elementary & Secondary Title I Schools):

- SSC doubles as the Parent & Family Engagement Committee.
- Responsibilities include annually developing/reviewing:
  - The Parent and Family Engagement Policy
  - The School–Parent Compact
- Provide input on Title I expenditures tied to SPSA goals and retain documentation for compliance.

4. District Advisory Committee (DAC):

- When multiple Title I schools or supplemental state funding exists, establish a DAC.
- SSCs appoint representatives to the DAC to:
  - Review and align SPSAs with the district LCAP
  - Share feedback and report back to site councils.

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Administrative Regulations

1. Formation & Elections

- By September 30: Principal (or designee) initiates nomination/election across groups.
- Notices sent to staff, parents, students, explaining SSC's purpose and process.
- Election methods (ballot, vote) are documented and results submitted to the superintendent.

2. SSC Governance & SPSA Timeline

- Adopt internal bylaws consistent with EC §65000 (e.g., council size, officers, quorum, voting).
- SPSA timeline:
  - Begin draft by Oct 31
  - Final recommendation for board approval by February
  - Mid-year revisions allowed with SSC and board approval.

3. Meeting Procedures

- Schedule meetings at convenient times for stakeholders.
- Post agendas 72 hours in visible public spaces and online.
- Ensure minutes include required elements and are archived.

4. Title I Requirements

- Annually review/revise the engagement policy and compact.
- Ensure Title I spending aligns with parent input and SPSA goals.
- Keep documentation for compliance purposes.

5. DAC Representation

- Each site appoints at least one SSC member to the DAC to share site feedback district-wide.

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Budgeting & Financial Transparency
Policy 2-301

Scope:

This policy applies to the development, adoption, and public communication of the District's budget and related fiscal information.

It governs the Governing Board's role in ensuring that the budget process is conducted in a transparent and accountable manner, including public access to budget information and opportunities for public participation, as required by law.

Purpose

The District is committed to responsible fiscal management and transparency in alignment with California Education Code, Title 5 regulations, and applicable federal requirements.

1. Generally

The District maintains expectations for high-level fiscal transparency and accountability but does not prescribe detailed procedures for budget preparation, financial reporting, or operational recordkeeping, which shall be addressed through administrative regulations and District procedures.

2. Development and Adoption

The District's budget shall be developed, adopted, and monitored in a manner that promotes transparency, accountability, and public participation.

Prior to adoption, the Board shall hold a public hearing and provide notice and opportunity for public comment in accordance with law.

The District shall make its adopted budget and supporting information available for public inspection and shall comply with all applicable legal requirements regarding fiscal transparency.

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Administrative Regulations

1. General Administration

The Superintendent or designee shall administer the District's budget processes in accordance with applicable law and Board policy.

The budget shall be developed and implemented in a manner that promotes:

- Fiscal responsibility
- Transparency and accountability
- Alignment with District priorities and goals

2. Budget Development and Preparation

The Superintendent or designee shall prepare the District's annual budget in accordance with law and shall ensure that the budget:

- Reflects the District's educational priorities and fiscal objectives;
- Is aligned with the Local Control and Accountability Plan (LCAP), as applicable; and
- Is based on reasonable and supportable assumptions regarding revenues, expenditures, and enrollment.

Appropriate financial data and supporting information shall be compiled to assist the Governing Board in informed decision-making.

3. Public Access to Budget Information

Prior to adoption of the District budget, the Superintendent or designee shall ensure that:

- The proposed budget is made available for public inspection in accordance with law;
- The notice of the public hearing includes information regarding the availability of the budget; and
- Budget documents are accessible in a manner that promotes public understanding.

The adopted budget and supporting data shall be maintained and made available for public review as required by law.

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4. Public Hearing and Participation

The Superintendent or designee shall:

- Schedule and provide notice of a public hearing on the proposed budget in accordance with applicable legal requirements;
- Ensure that the agenda includes the location where the proposed budget may be inspected; and
- Provide opportunities for public comment prior to budget adoption.

The Governing Board shall consider public input prior to adopting the final budget

5. Budget Publication and Communication

The Superintendent or designee shall ensure that:

- Required notices regarding the budget hearing are posted or published in accordance with law;
- Budget information is communicated to the public through appropriate means, which may include the District's website or other communication channels; and
- Budget information is presented, to the extent practicable, in a format that promotes clarity and accessibility.

6. Fiscal Transparency Practices

To enhance transparency and accountability, the Superintendent or designee may:

- Provide summaries or explanatory materials regarding the District's budget;
- Make available information regarding major revenue sources and expenditures; and
- Utilize tools or practices that improve public access to budget-related information.

Nothing in this section shall require the disclosure of information that is confidential or otherwise exempt from public disclosure under applicable law.

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Contracting and Purchasing
Policy 2-302

Scope:

This policy applies to the acquisition of goods, services, equipment, and public works by the District, whether through direct purchase, lease, or contract.

Purpose

The District recognizes that effective contracting and purchasing practices are essential to ensuring the prudent use of public funds, maintaining transparency and accountability, and supporting the District's educational mission.

1. Generally

The Governing Board shall ensure that all contracting and purchasing activities are conducted in a manner that:

- Promotes fairness, integrity, and competition;
- Ensures fiscal responsibility and cost-effectiveness;
- Complies with all applicable laws and regulations;
- Avoids conflicts of interest and improper influence; and
- Supports the District's operational and educational needs.

2. Compliance with Law

All contracts and purchasing activities shall comply with applicable state and federal laws, including:

- Competitive bidding requirements;
- Public contracting laws;
- Conflict of interest laws; and
- Any applicable grant or funding requirements.

3. Purchasing Authority

The Governing Board delegates to the Superintendent or designee the authority to:

- Procure goods and services
- Execute contracts on behalf of the District

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- Establish procedures for purchasing and contracting

No purchase or contract shall be made that exceeds legal limits or available appropriations without prior Board approval.

4. Competitive Bidding Requirements:

Contracts for the purchase of materials, supplies, or equipment that exceed the bid threshold established in Public Contract Code section 20111 shall be awarded through formal competitive bidding, unless a statutory exception applies.

Public works contracts exceeding the applicable statutory threshold shall be competitively bid unless the District has adopted the Uniform Public Construction Cost Accounting Act (CUPCCAA) and follows its procedures.

Contracts subject to competitive bidding may be awarded based on:

- Lowest responsible bidder; or
- Best value, when authorized by law and in accordance with District policy (including Lease-leaseback)

In the event of identical bids, the award shall be determined by lot.

5. Contract Approval

Contracts requiring Governing Board approval shall be reviewed and approved in a public meeting in accordance with applicable laws and Board procedures.

Contracts executed on behalf of the District shall be legally binding only when authorized in accordance with this policy and applicable law.

6. Ethical Standards

All Board members and District employees involved in contracting and purchasing shall:

- Comply with applicable conflict of interest laws;
- Avoid personal or financial interests that may influence decisions; and
- Conduct all procurement activities with integrity and impartiality.

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7. Transparency and Public Access

Contracts entered into by the District shall be treated as public records, except as otherwise provided by law.

The District shall maintain appropriate transparency in contracting and purchasing activities, consistent with public records laws and confidentiality requirements.

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Administrative Regulations

1. General Administration

The Superintendent or designee shall develop and implement procedures for contracting and purchasing that ensure compliance with applicable law and Board policy.

All purchasing and contracting activities shall be conducted in a manner that promotes efficiency, accountability, and the prudent use of District resources.

2. Purchasing Authority and Approval

The Superintendent or designee shall establish internal procedures that define:

- Purchasing authority delegated to District employees;
- Approval levels for expenditures and contracts; and
- Requirements for documentation and authorization.

All purchases and contracts shall be approved and executed only by individuals authorized to do so.

3. Competitive Procurement

The Superintendent or designee shall utilize competitive procurement methods when required by law or when determined to be in the best interest of the District, including:

- Informal bidding procedures;
- Formal bidding procedures; and
- Requests for proposals (RFP) or qualifications (RFQ), as appropriate.

Procedures shall ensure that:

- All vendors are treated fairly and equitably;
- Selection criteria are applied consistently; and
- Awards are made in accordance with law and established evaluation criteria.

Exceptions to competitive procurement shall be permitted only as authorized by law.

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4. Non-Competitive Procurement

The Superintendent or designee may authorize non-competitive procurement methods, including sole source, emergency purchases or specialized services, when permitted by law.

Such purchases shall be:

- Supported by appropriate written justification;
- Approved in accordance with established procedures; and
- Documented to demonstrate compliance with legal requirements.

5. Alternative Procurement Methods

The Superintendent or designee may utilize alternative procurement methods authorized by law when such methods are determined to be in the best interests of the District and provide a lawful exception to competitive bidding requirements.

- **Cooperative Purchasing (Piggyback Contracts)**

  The Superintendent or designee may utilize cooperative purchasing methods, including "piggyback" contracts, to procure materials, supplies, equipment, and other personal property as permitted by law.

  Prior to utilizing such contracts, the Superintendent or designee shall ensure that:

  - The originating contract was awarded in compliance with applicable competitive bidding requirements;
  - The contract expressly permits use by other public agencies;
  - The procurement is within the scope permitted by law; and
  - The pricing and terms are advantageous to the District.

  All cooperative purchasing contracts shall be reviewed and approved in accordance with District procedures.

- California Multiple Award Schedule (CMAS)

  The Superintendent or designee may procure goods and services through contracts established under the California Multiple Award Schedule (CMAS) program or similar state-authorized purchasing programs, in accordance with applicable law.

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Prior to utilizing such contracts, the Superintendent or designee shall:

- Verify that the contract is valid and applicable to the District's needs;
- Ensure that procurement complies with applicable statutory and regulatory requirements; and
- Confirm that pricing and terms are in the best interests of the District.

- Joint Powers Authority and Cooperative Agreements

The Superintendent or designee may utilize contracts available through Joint Powers Authorities (JPAs), cooperative purchasing organizations, or intergovernmental agreements, as permitted by law.

Use of such contracts shall be subject to the following:

- The District's participation in the JPA or cooperative shall be authorized as required by law
- Contracts shall be reviewed to ensure compliance with applicable legal and policy requirements
- Procurement shall be conducted under terms that are in the best interests of the District

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Federal Funds Management and Procurement
Policy 2-302a

Scope:

The Governing Board recognizes that federal funds received by the District must be managed in accordance with applicable federal laws and regulations, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200).

Purpose

To establish requirements for the management and expenditure of federal funds, including financial accountability, internal controls, and procurement practices consistent with federal law.

1. Generally

The Board shall ensure that all federal funds are expended and accounted for in a manner that:

- Maintains effective financial management systems capable of identifying, tracking, and reporting expenditures by federal program and award;
- Ensures that all expenditures are allowable, properly documented, and consistent with the terms and conditions of the applicable federal award;
- Establishes effective internal controls that provide reasonable assurance that federal funds are used in compliance with federal requirements;
- Requires procurement practices that promote full and open competition,
- Prevents conflicts of interest, and ensure that contracts are awarded and administered in accordance with applicable laws; and
- Requires accountability for all funds, property, and assets acquired with federal funds.

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Administrative Regulations

The Superintendent or designee shall establish and maintain procedures to ensure that federal funds are budgeted, obligated, expended, and accounted for in accordance with applicable law, the terms and conditions of each federal award, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.

1. **Assignment of Responsibility**. The Superintendent or designee shall identify the administrator responsible for each federal program and shall assign business, fiscal, purchasing, and program staff responsibilities necessary to ensure compliance with grant requirements, timelines, reporting obligations, and closeout requirements.

2. **Financial Management and Internal Controls**. The District shall maintain financial management systems and effective internal controls sufficient to provide reasonable assurance that federal funds are used only for authorized purposes. Such controls shall include segregation of duties to the extent practicable, appropriate approval authority, budget-to-actual monitoring, reconciliation of accounts, and review of supporting documentation.

3. **Allowability of Costs**. Before charging expenditures to a federal award, the District shall determine that each cost is necessary, reasonable, allocable to the award, adequately documented, and permitted by law and the terms of the award. The District shall maintain written procedures addressing cash management, allowability of costs, procurement, travel, credit card use if applicable, and reimbursement requests.

4. **Procurement Procedures**. Procurements using federal funds shall be conducted in a manner providing for full and open competition consistent with applicable state law and 2 CFR 200.317 through 200.327. The District shall use documented procurement procedures, perform and document cost or price analysis when required, maintain oversight to ensure contractor performance, and avoid acquisition of unnecessary or duplicative items.

5. **Conflict of Interest and Standards of Conduct**. No Board member, employee, officer, or agent of the District who has a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by federal funds. The District's standards of conduct shall prohibit the solicitation or acceptance of gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except as permitted under District standards for unsolicited items of nominal value.

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6. **Suspension and Debarment**. Before entering into a covered transaction, the District shall verify, as required by law, that the contractor or vendor is not suspended or debarred from participation in federally funded transactions and shall retain documentation of the verification.

7. **Required Contract Provisions**. Contracts funded in whole or in part with federal funds shall contain all clauses required by applicable federal law, including, when applicable, the contract provisions required by Appendix II to 2 CFR Part 200.

8. **Property and Equipment Management**. The District shall maintain records for equipment and other property acquired with federal funds, including description, serial number or other identification number, source of funding, title holder, acquisition date, cost, percentage of federal participation, location, use and condition, and disposition data as required by law. A physical inventory shall be conducted and reconciled to property records at least once every two years, or more frequently if required by the applicable award.

9. **Records Retention**. Financial records, supporting documents, statistical records, and all other records pertinent to a federal award shall be retained for the period required by law and the terms of the award, and longer when audit findings, claims, or litigation remain unresolved.

10. **Audit, Reporting, and Corrective Action**. The Superintendent or designee shall ensure timely completion of all required reports, cooperate with audits and monitoring reviews, and promptly implement corrective actions in response to audit findings, monitoring determinations, or identified compliance deficiencies.

In the event of a conflict, the more specific federal requirement applicable to the award shall control to the extent required by law.

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Facilities Project Review and Environmental Compliance
Policy 2-303

Scope:

This policy governs the adoption and use of objectives, criteria, and procedures for environmental review of District projects.

This policy applies to any proposed projects, including but not limited to:

- New construction or additions to school facilities;
- Modernization or major alterations;
- Site acquisition or expansion; and
- Installation of modular classrooms or portable buildings.

Purpose

The District is committed to responsible stewardship of District resources and compliance with applicable environmental and planning laws when considering facilities projects.

The District shall ensure compliance with the California Environmental Quality Act (CEQA) in the evaluation of District project.

1. Environmental Review (CEQA Compliance)

In accordance with the California Environmental Quality Act (CEQA):

- The District shall serve as the "Lead Agency" for its own projects.
- The Superintendent or designee shall determine whether a project is exempt, requires a Negative Declaration (ND), Mitigated Negative Declaration (MND), or full Environmental Impact Report (EIR).
- CEQA review must be completed before project approval, contract execution, or site acquisition.

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2. Site Acquisition and Environmental Assessments

Prior to acquiring property for school use:

- A Phase I Environmental Site Assessment (ESA) shall be completed (Ed. Code § 17212).
- If the site is potentially contaminated, oversight from the Department of Toxic Substances Control (DTSC) shall be obtained (Ed. Code § 17213).

3. Coordination with State Agencies

The Superintendent or designee shall coordinate as needed with:

- California Department of Education (CDE) for site and plan approvals
- Office of Public School Construction (OPSC) for state-funded projects
- Local planning, zoning, and fire authorities as required

4. Board Oversight and Public Involvement

- All CEQA documents requiring Board certification or adoption (e.g., ND, MND, EIR) shall be presented to the Board for action.
- The public shall be notified and invited to comment on applicable projects in accordance with CEQA guidelines.
- The Board may hold public hearings as appropriate.

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Administrative Regulations

1. Initial Project Review

- When a facilities project is proposed, the Superintendent or designee shall:
  - Confirm project scope and timeline
  - Determine CEQA applicability
  - Identify required permits or approvals

2. CEQA Process

- Determine project type:
  - Categorical Exemption (minor alterations, small additions); or
  - Initial Study leading to ND, MND, or EIR.
- Prepare appropriate documentation or engage consultant support if needed.
- File notices (e.g., Notice of Exemption or Intent) with County Clerk and State Clearinghouse if required.
- Maintain record of public comments and responses.

3. Site Acquisition and Due Diligence

- Conduct Phase I ESA before purchasing any property .
- If hazardous materials are found, complete a Preliminary Endangerment Assessment (PEA) and consult DTSC.

4. Agency Coordination

- Submit CEQA clearance and site plans to California Department of Education (CDE) and Office of Public School Construction (OPSC), if required.
- Notify and coordinate with local authorities (planning, fire, utilities).
- Confirm zoning and general plan consistency.

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5. Board Actions and Recordkeeping

- Present all CEQA findings and site acquisition decisions to the Board for approval
- Maintain official project and environmental records in the District Office for public review.
- Ensure all CEQA deadlines, notices, and filing requirements are met.

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Best Value Procurement
(AB 361)
Policy 2-304

Scope:

In addition to other procurement options, the District may utilize Best Value Procurement for eligible public works projects initiated prior to December 31, 2030, with an estimated value exceeding $1,000,000.

This policy establishes local procedures for implementing Best Value Procurement in accordance with state law

Purpose

The District is committed to ensuring cost-effective, high-quality school construction and modernization projects. Assembly Bill 361 (Public Contract Code § 20119 et seq.) provides an optional Best Value Procurement process, which selects contractors using a combination of price and qualifications rather than low bid alone.

1. Board Authorization

The Governing Board may, for public projects in excess of the statutory threshold, utilize a best value procurement method as an alternative to awarding contracts to the lowest responsible bidder, in accordance with applicable provisions of the Public Contract Code.

The use of best value procurement is discretionary and shall be applied only when determined by the Governing Board to be in the best interests of the District and in accordance with Board adopted procedures and guidelines.

2. Definition

Best Value means a procurement process whereby a contractor is selected based on objective criteria evaluating both price and qualifications, resulting in the selection that represents the best overall value to the District.

3. Implementation

The Superintendent or designee shall implement this policy and any Board-approved procedures in accordance with applicable law.

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Administrative Regulations

Best Value Procurement Procedures

This Regulation establishes the legally mandated Best Value Procurement Procedures for the District to utilize the best value procurement method for eligible public projects. The Board may also choose to adopt a separate resolution, but a resolution is not required.

1. Definition

Best Value means a procurement process whereby a contract is awarded based on objective criteria evaluating both price and bidder qualifications, resulting in the selection that provides the best overall value to the District.

2. Prequalification

- The Superintendent or designee shall establish a prequalification process consistent with the law.
- Prequalification documents shall require:
  - Evidence of appropriate licensing
  - Financial statements
  - Experience on similar public works projects
  - References
  - Safety record information
  - Labor compliance history
- Only prequalified bidders shall be invited to submit a Best Value proposal.

3. Solicitation Documents

Each solicitation using Best Value Procurement shall include:

- Notice that the District is using Best Value Procurement under PCC § 20119.
- The evaluation criteria and weighting system.

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- The methodology for calculating the Best Value Score.
- A requirement that bidders submit both a price proposal and a qualifications package.

4. Objective Evaluation Criteria

All criteria shall be applied uniformly and shall be capable of evaluation using a defined scoring methodology.

The following criteria may be used, as appropriate for the project:

- Relevant Experience
  Experience performing projects of similar size, scope, and complexity
- Safety Record
  Documented safety performance, including experience modification rate (EMR) or incident history
- Financial Condition
  Demonstrated financial capacity and bonding capability
- Management Competency
  Qualifications and experience of key personnel and project management team
- Labor Compliance Record
  History of compliance with prevailing wage and labor laws
- Technical Expertise
  Specialized skills and capabilities relevant to the project
- Past Performance
  Performance on prior projects, including timeliness, quality, and claims history
- Project Approach and Delivery Capability
  Proposed approach to completing the work, including scheduling and coordination
- Life-Cycle Cost Considerations
  Long-term cost efficiency, durability, and maintenance implications

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5. Evaluation Process

- The District shall appoint an evaluation team trained in scoring qualifications in accordance with PCC § 20119.3.
- Scores shall be assigned for each criterion and converted into a Qualification Score.
- The Best Value Score shall be calculated by dividing the bidder's price by its Qualification Score. The lowest resulting Best Value Score shall be recommended for award.

6. Award of Contract

- The evaluation team shall submit a written recommendation to the Governing Board.
- The Board shall award the contract to the bidder with the lowest Best Value Score.
- If the selected bidder fails to execute a contract, the Board may award to the next-lowest Best Value Score.

7. Documentation

The District shall maintain documentation sufficient to demonstrate that:

- The evaluation criteria were applied consistently;
- The scoring process was conducted in accordance with these procedures; and
- The award decision was based on the established criteria.

8. Reporting Requirements

The District shall prepare and submit any reports required by law regarding the use of the best value procurement method.

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Lease-Leaseback
Policy 2-305

Scope:

This policy applies to District lease-leaseback procurement for school facilities projects and related preconstruction and construction services authorized by California Education Code section 17406 and other applicable law.

Purpose

The purpose of this policy is to establish standards for the District's use of the lease-leaseback delivery method for school facilities projects, to ensure a fair and competitive best value selection process, promote transparency and fiscal accountability, and support lawful, efficient delivery of high-quality facilities in accordance with Education Code section 17406 and other applicable law.

1. Generally

The Governing Board shall ensure that lease-leaseback procurement is conducted in a manner that:

- Promotes a fair, competitive, and impartial best value selection process;
- Ensures fiscal responsibility and value to the District over the life of the project;
- Complies with Education Code section 17406, applicable prequalification requirements, and other state and federal laws;
- Avoids conflicts of interest and improper influence; and
- Supports timely, high-quality delivery of District facilities.

2. Compliance with Law

All lease-leaseback instruments and related procurement activities shall comply with applicable law, including:

- Education Code section 17406 and related school facilities leasing requirements;
- Prequalification requirements applicable to lease-leaseback contractors and, when required by law, mechanical, electrical, and plumbing subcontractors;
- Conflict of interest, ethics, prevailing wage, and public contracting laws; and

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- Any applicable funding, grant, and regulatory requirements.

3. Purchasing Authority

The Governing Board delegates to the Superintendent or designee the authority to administer the lease-leaseback procurement process, including to:

- Prepare requests for sealed proposals and related procurement documents;
- Conduct evaluations consistent with Board-adopted best value procedures;
- Recommend award of lease-leaseback instruments and related agreements to the Governing Board.

Final approval of any lease-leaseback site lease, facilities lease, construction services agreement, preconstruction services agreement, or related amendment requiring Board action shall remain with the Governing Board.

4. Competitive Bidding Requirements:

Lease-leaseback instruments shall be awarded through a competitive solicitation process based on best value to the District, taking into consideration the proposer's demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.

Before awarding a lease-leaseback instrument, the Governing Board shall adopt and publish procedures and guidelines for evaluating proposers to ensure that best value selections are conducted in a fair and impartial manner.

The District's lease-leaseback procurement process shall include, at a minimum:

- A request for sealed proposals from qualified proposers that describes the project, required services, proposal format, evaluation criteria, and schedule;
- Prequalification of proposers and any subcontractors required by law to be prequalified before submission of proposals; and

The District shall publicly announce the selected proposer and make the basis for the best value selection available as required by law.

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5. Contract Approval

Contracts requiring Governing Board approval shall be reviewed and approved in a public meeting in accordance with applicable laws and Board procedures.

Contracts executed on behalf of the District shall be legally binding only when authorized in accordance with this policy and applicable law.

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Administrative Regulations

1. General Administration

The Superintendent or designee shall develop and implement administrative procedures for lease-leaseback procurement that ensure compliance with Board policy, Education Code section 17406, and other applicable law.

Administrative procedures shall address project planning, use of preconstruction services, coordination of site lease and facilities lease documents, internal review, and documentation of the District's best value procurement process.

2. Purchasing Authority and Approval

The Superintendent or designee shall establish procedures that define:

- Responsibility for preparation and advertisement of requests for sealed proposals;
- Evaluation committee procedures, scoring methodology, and documentation of best value determinations; and
- Requirements for legal review, financial review, Board approval, and retention of procurement records.

  All lease-leaseback instruments and related agreements shall be approved and executed only by individuals authorized to do so.

3. Competitive Procurement

The lease-leaseback procurement process shall utilize a competitive best value solicitation. Requests for sealed proposals shall, at a minimum, include an estimate of project price, a clear description of the facilities to be constructed and any required preconstruction services, the material terms of the proposed instrument, the proposal format, evaluation standards, the due date for proposals, and the anticipated review schedule.

- Public advertisement of the request for sealed proposals in the manner required by law;
- Prequalification of proposers, and of subcontractors if required by law, before submission of proposals; and

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- Evaluation and selection based on the published best value criteria.

  Best value criteria may be tailored to the specific project, but should be objective, published in advance, and reasonably related to the proposer's ability to successfully deliver the project. Suggested criteria may include:

  - Proposed price, fee structure, and overall value to the District;
  - Demonstrated experience with lease-leaseback or comparable K-12 public works projects, including experience delivering projects on occupied campuses;
  - Qualifications, availability, and relevant experience of the proposer's key personnel and project team;
  - Approach to preconstruction services, constructability review, cost control, and coordination with the District and design professionals;
  - Project schedule, phasing strategy, and ability to minimize disruption to school operations;
  - Safety record, quality control procedures, and claims history;
  - Financial strength, bonding capacity, and ability to support the lease-leaseback structure;
  - References and past performance on similar projects, including record of timely completion and responsiveness; and
  - Compliance with applicable labor, apprenticeship, skilled workforce, and prequalification requirements.

Procedures shall ensure that:

- All proposers are treated fairly and consistently;
- The published evaluation criteria are applied in a fair and impartial manner; and
- The award recommendation is supported by written documentation of the District's best value determination.

The District shall not use a lease-leaseback instrument to avoid otherwise applicable legal requirements and shall maintain records sufficient to demonstrate compliance with law and Board policy.

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Use of School Facilities and Grounds
(Civic Center Act Policy)
Policy 2-400

Scope:

This policy is designed to balance public access with protection of district assets, especially in small districts with limited staff and facilities. These procedures are intended to:

- Aid, encourage, and assist groups desiring to use school facilities for approved activities
- Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary
- Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of schoolwork

Purpose

The District recognizes that District school facilities are a vital community resource and affirms its commitment to making facilities available for community use in accordance with the California Civic Center Act, while ensuring that use does not interfere with school programs or pose undue burdens on the District.

1. Legal Authority and Community Purpose

Pursuant to Education Code § 38130 et seq., the Board authorizes the use of school facilities and grounds by the community for purposes deemed to be in the best interest of the community, including:

- Public, literary, scientific, recreational, educational, or public agency meetings
- The discussion of matters of general or public interest
- Temporary use for religious services by churches or religious organizations lacking suitable space
- Child care or day care programs for preschool or elementary students
- Supervised recreational activities, including those run by religious groups

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- Veterans' ceremonies, patriotic celebrations, or related educational assemblies
- Community youth centers
- Administration of examinations or training for public agencies
- Other community purposes as approved by the Board

2. Priority of Use

School programs, District operations, and school-sponsored activities shall take precedence over all community use. Community use shall be approved subject to availability, compliance with the Civic Center Act, this policy, applicable administrative regulations, facility capacity, supervision, insurance, staffing, safety, and noninterference with school purposes. When competing eligible applications request the same facility for the same time, the District may apply objective, content-neutral criteria, including order of receipt, applicant category, frequency of use, staffing availability, and prior compliance with facility-use requirements.

Prohibited Uses

Use of facilities shall not be granted for activities that:

- Violate law, Board policy, or public safety
- Are inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork
- Cause damage to school property or disrupt school activities
- Involve commercial advertising unless approved by the Board

Alcoholic beverages are prohibited on District property except as expressly authorized by Business and Professions Code section 25608. The District may permit alcoholic beverages for a special event only when the sponsoring organization obtains any required license or permit, the event falls within a statutory exception, and pupils are not on the grounds.

3. Fees and Charges

The Board shall adopt and maintain a separate fee schedule for community use of District facilities and grounds under the Civic Center Act. The fee schedule shall specify the applicable hourly fee for each specific facility and grounds, or for like facilities and grounds, and shall be calculated in accordance with Education Code section 38134 and 5 CCR sections 14037-14041.

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The Board authorizes the District to charge direct costs for community use of District facilities and grounds, except where use is authorized without charge, where fair rental value is required, or where another charge or limitation applies under law. Any discount from direct-cost fees based on the type or category of applicant shall be set forth in the Board-adopted fee schedule.

4. Application and Approval

All users must submit a facility use request form. The Superintendent or designee shall approve or deny applications on content-neutral bases, including, but not limited to, facility availability, application completion, available supervision/insurance, interference with school purposes, safety/security risk or other prohibited purpose, nonpayment, or prior damage to facilities.

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Administrative Regulations

1. Application Procedures

- Submit completed facility use application at least 10 business days in advance.
- Application must include:
  - Date, time, and purpose of use
  - Expected attendance
  - Responsible adult supervisor (21+)
  - Insurance certificate (naming district as additional insured)

2. Scheduling and Availability

- The site administrator or Superintendent's designee shall maintain the calendar for each site.
- School activities take precedence. Community use may be rescheduled due to school needs.

3. Supervision and Security

- The user must provide responsible adult supervision at all times.
- If District personnel (e.g., custodian) are required, the user will be charged for associated labor costs.
- Keys or security codes shall not be issued to outside groups.

4. Insurance and Liability

- All non-District users must provide evidence of liability insurance.
- Users are financially liable for any property damage or extra cleaning.
- A hold harmless agreement must be signed as part of the application.
- The District is responsible for injuries due to its own negligence; users are responsible for injuries caused by their negligence.

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5. Small District Considerations

- Limited custodial staff may restrict use outside of school hours.
- Facilities are generally not available on holidays or during long school breaks.
- The Superintendent may limit use to specific areas (e.g., multi-purpose room only) to reduce impact.

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Open Enrollment
Policy 3-100

Scope:

The District shall have an open enrollment policy as follows:

School Selection

The parent or guardian of each school age child who is a resident in the District may select the schools the child shall attend, irrespective of the particular locations of his or her residence within the District.

District Right to Maintain Racial and Ethnic Balance

The District retains authority to maintain appropriate racial and ethnic balances among District schools only to the extent permitted or required by applicable state and federal law, including the California Constitution, article I, section 31, and any applicable court-ordered or legally valid desegregation plan.

Purpose

It is the intent of the Board that parents residing in the District have the opportunity to choose which schools their children will attend. Residents of the District are not limited to attending the school in their attendance area. Based on available space, parents may enroll their children in another school in the District. The Board recognizes that this policy is required in order to receive school apportionments from the state school fund.

Selection Policy

Each school in the District will utilize the District's selection policy whenever it receives requests for admission in excess of the capacity of the school. Subject to the eligibility restrictions applicable to specialized programs, described above, all selections will be random, unbiased, and shall not be based on a student's academic or athletic performance.

The following steps constitute the District's selection policy.

1. On or about June 30th of each school year, the District will provide notice to all parents and guardian of the dates and relevant timelines for requesting placement in a specific District school site.

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2. On or before July 15th of each school year, the board, or its designee, shall calculate the capacity of each school in the District. All calculations shall be performed in a non-arbitrary manner based on student enrollment and available space.

3. The District will calculate available space for each grade by ensuring that students who currently reside in the attendance area of the school are not displaced by students transferring from outside the attendance area.

4. All students requesting admission to a specific school site for the upcoming school year shall be placed on the waiting list for that school.

5. Assignment of District Priorities:

- The following students shall be given priority when selecting students from the waiting list:
    - Siblings of students already in attendance in that school
    - Students whose parent or legal guardian is assigned to that school as his or her primary place of employment

6. Priority Selection - Lottery

Students qualifying under one or more of the District priorities shall be selected for enrollment before any other students on the waiting list.
If the number of students qualifying for a priority exceeds the available capacity of the school, then the school site shall conduct a random lottery in accordance with this policy.

7. Remaining Students - Lottery

If all students qualifying for a priority have been selected and the school is not at capacity, then the remaining students shall be admitted.
If the number of students requesting admission exceeds the capacity of the school site, then the school site shall conduct a random lottery in accordance with this policy.

8. Notification

Once the site has verified the results of its lottery, the students who are to be offered a spot in the school will be notified.

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If a student declines the offer to attend the school site, then the next student on the list shall be contacted and offered an available spot.

Lottery Procedures

Each school site shall hold a lottery, if needed, on or before August 1st of the school year. All eligible students shall be assigned a number. During the lottery, numbers shall be drawn to determine which students are selected to attend the school site. The lottery shall be conducted in a fair and unbiased manner. Numbers shall be drawn by one individual who shall read the number aloud. The person drawing the number shall pass the number to a second individual who shall read the number aloud confirming the number. Each number drawn shall be written down in the order in which it was drawn. All numbers will be drawn so that each student is ranked in the order in which he/she has been drawn.

Specialized Schools and Programs – Admission Requirements

Any student seeking to transfer to a specialized school or program operated by the District must still meet the entrance requirements for that school or program that are uniformly applied to all students. Students seeking entrance to a District program for gifted and talented students must still meet any academic performance, and other criteria, established by the District. However, if the number of qualified applicants exceeds the program's available capacity, acceptance for qualified students shall be determined using the lottery system described above.

Special Priority – Certain Safety Concerns

A. Harmful/Dangerous Circumstances

In addition to the priorities discussed above, the District has the discretion to grant a student priority of attendance in a school outside the student's attendance area if special circumstances exist that might be harmful or dangerous to that student. Special circumstances supporting a priority may include, but are not limited to:

1. Threats of bodily harm to the student
2. Threats to the emotional stability of the student

A finding of harmful or dangerous special circumstances shall be based upon either of the following:

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- A written statement from a representative of the appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or properly licensed or registered professionals, including, but not necessarily limited to, psychiatrists, psychologists, or marriage and family therapists
- A court order, including a temporary restraining order and injunction, issued by a judge.

If the District determines that there are harmful or dangerous special circumstances it may approve a transfer to another school in the District even if that school has been determined to be at capacity and otherwise closed to transfers. (Ed. Code, § 35160.5 (b).)

B. "Persistently Dangerous" School Designation

A pupil attending a District school designated as "persistently dangerous" by state and federal regulation, or a pupil who becomes a victim of a violent criminal offense while in or on the grounds of the school the pupil attends, shall be offered the opportunity to transfer to a safe public school within the District, including a public charter school, as required by 20 U.S.C. section 7912 and applicable state policy.

C. Victim of Bullying

The District shall approve an intradistrict transfer request for a pupil determined to be a victim of an act of bullying as defined in Education Code section 46600, unless the requested school is at maximum capacity. If the requested school is at maximum capacity, the District shall accept an intradistrict transfer request for a different school within the District.

Transportation

The District shall provide transportation assistance to any transferring pupils at the request of the parent and to the extent required and financed by federal law.

Annual Notification

Information regarding open enrollment under this policy shall be distributed to parents in the District's annual notifications in accordance with law. (Ed. Code, §§ 35160.5, 48980.)

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Investigation of Residency
Policy 3-101

Scope:

The District may investigate a student's residency status if there is a reasonable and articulable basis to believe that the residency documentation provided is false or unreliable. Such investigations shall only be conducted in accordance with law, district policy, and administrative regulation.

Purpose

The Governing Board is committed to ensuring that all students enrolled in the District meet legal residency requirements as set forth in California law. While the District recognizes the importance of access to education, it also maintains the responsibility to safeguard the use of public educational resources for resident students.

The Board affirms the following principles:

1. All investigations shall respect the rights and dignity of families and students.

2. Investigations shall comply with all applicable federal and state laws, including but not limited to FERPA, the Information Practices Act, and the California Education Code.

3. The use of surveillance technologies such as GPS trackers, drones, or covert photography of students is strictly prohibited.

Appeal Rights

Parents/guardians shall be provided written notice of any determination of non-residency and shall have the right to appeal such determination within the timelines and procedures outlined in the Administrative Regulations below. Final appeals shall be heard by the Governing Board.

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Administrative Regulations

1. Definition

A "Residency Investigation" refers to any effort by district staff or a contracted individual to verify the accuracy of a student's claimed residency for enrollment purposes.

2. Conditions for Investigation

An investigation may be initiated only when:

- The site administrator or designee has a reasonable belief that the parent/guardian has submitted false or unreliable evidence of residency
- The belief is supported by specific and articulable facts

3. Notification Requirements

At least five (5) calendar days before the investigation begins, the District shall provide the parent/guardian written notice that includes:

- A summary of the facts supporting the investigation
- The names and titles of individuals conducting the investigation
- The expected duration of the investigation
- A copy of this regulation

4. Preliminary Efforts Before Hiring Investigators

The District may employ a private investigator to conduct or assist with a residency investigation only after the District has made reasonable efforts to determine whether the pupil resides in the District. Such efforts may include:

- Review of submitted documents
- Requests for additional documentation
- Verification with public agencies
- Contact with landlords or employers (with parental consent)

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5. Investigatory Methods

Permitted methods include:

- Review of documentation
- Requests for clarification or additional evidence
- Contact with public agencies
- Visits to the residence (announced or unannounced)
- Interviews with student, parent/guardian, or witnesses
- Phone calls to residence
- Observation (not including covert surveillance)
- Photography or video **only in open and public view**
- All investigators must truthfully identify themselves

Prohibited Methods:

- Surreptitious photographing or video-recording of students
- Use of surveillance equipment such as GPS trackers or drones
- Misrepresentation of identity by investigators

6. Written Determination

Following the investigation, the administrator shall issue a written determination stating:

- Whether the student meets residency requirements
- If not, the specific facts supporting the conclusion
- A deadline for the student to transfer
- The parent's right to appeal within **14 calendar days**

7. Appeals Process

- Appeals must be submitted in writing to the Superintendent or designee within 14 **calendar days** of the decision.
- The Governing Board shall consider residency appeals and shall issue a written decision within **30 calendar days.**
- In assessing the appeal, the burden shall be on the appealing party to show why the decision of the school district should be overruled.

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- The Governing Board's decision shall be final.

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Inter-District Transfers and Appeals Process
Policy 3-103

Scope:

The District may enter into interdistrict attendance agreements with other districts to allow nonresident students to attend district schools or to permit resident students to attend schools in another district.

All requests shall be considered on a case-by-case basis using fair and consistent criteria, and in a manner that respects the rights and educational interests of students.

The District shall post to its website the procedures and timelines, including a link to the policy of the governing board of the school district, regarding a request for an interdistrict transfer permit in a manner that is accessible to the public without a password.

Purpose

The Governing Board recognizes that although students are generally expected to attend schools in the District where they reside, circumstances may justify attendance in another district. The Board authorizes the Superintendent or designee to process interdistrict attendance agreements in accordance with state law and the District policy.

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Administrative Regulations

1. Definitions

- **Interdistrict Attendance Agreement:** A written agreement between two school districts that allows a student to attend a school outside of their district of residence.
- **District of Residence:** The District in which the student's custodial parent/guardian resides.
- **District of Attendance:** The District receiving the student under an interdistrict agreement.

2. Application Process

- Requests must be submitted using the District's standard interdistrict attendance request form.
- If the request is received 15 calendar days or less before the start instruction in the school year in which the transfer is sought, including a request received after instruction has started, a final decision shall be issued not later than 30 calendar days after the request is received.
- If the request is received more than 15 calendar days before the start of instruction in the school year in which the transfer is sought, a final decision shall be issued as soon as possible, but no later than 14 calendar days after the start of instruction.
- If no agreement currently exists, the District shall attempt to execute one within the same timelines.

3. Provisional Enrollment

- Students from other districts may be provisionally enrolled for **up to 2 months** pending a decision of the two districts, or by the county board on appeal, upon reasonable evidence thereof.
- This period of provisional attendance shall begin on the student's first day of attendance.
- If a final decision by the governing boards of the district, or the county board on appeal, has not been issued within two months after the student's provisional enrollment, the student must be disenrolled and required to return to their district of residence.

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4. Approval Priorities

The District may prioritize interdistrict transfer requests based on:

- Victim of bullying at the school of residence, in accordance with Education Code section 46600(b)
- Continuation of enrollment for students already attending the District
- Siblings of enrolled students
- Children of District employees
- Students facing exceptional hardship (e.g., foster youth, homelessness)
- Students seeking access to unique programs not available in their district of residence

5. Criteria for Denial

The District may deny interdistrict requests based on:

- Lack of space in the requested school, grade level, or program
- Student's record of serious discipline issues
- Excessive unexcused absences or truancy
- Lack of appropriate services for the student's educational needs
- Denials **shall not be based** on:
    - Race, ethnicity, income level, academic performance, language, disability, or any other characteristic protected by state or federal law
    - The District shall not prohibit the child of an active-duty military parent from transferring out of the District pursuant an interdistrict transfer agreement.

(NOTE: IF YOUR DISTRICT OPERATES AS A SCHOOL DISTRICT OF CHOICE PURSUANT TO EDUCATION CODE SECTION 48300, ET SEQ, CONSULT WITH LEGAL COUNSEL REGARDING THE ADOPTION OF THIS POLICY)

6. Term and Renewal

- Agreements may be valid for up to **five (5) years**, and will specify the terms under which the Agreement may be renewed and/or revoked. However, existing transfer agreements shall not be rescinded for students after June 30 following the completion of Grade 10, or for pupils in grades 11 or 12.

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7. Appeals to the County Board of Education

If an interdistrict transfer request is denied, the parent/guardian has the right to appeal to the County Board of Education within 30 calendar days.

The District shall:

- Provide written notice of this appeal right at the time of denial or revocation
- Include contact information for the appropriate County Office of Education
- Provide all documentation to the County Board upon request

8. Recordkeeping

- The Superintendent or designee shall maintain records of:
  - Interdistrict attendance requests received, granted, denied
  - Appeals filed and their outcomes
  - Transfers revoked
- An annual report shall be submitted to the Governing Board.

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Student Code of Conduct
Policy 3-104

Scope:

This policy applies to all students enrolled in the District and governs behavior:

- On school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During, or while going to or coming from, a school-sponsored activity

Purpose

The District is committed to fostering a positive school climate that supports student learning, safety, and well-being. This policy outlines student discipline procedures in compliance with California law, including Education Code § 32212, and promotes positive behavioral interventions over punitive measures.

1. Prohibition of Corporal Punishment

In accordance with the Education Code, the District strictly prohibits the use of corporal punishment as a means of disciplining students. No employee shall inflict or cause to be inflicted corporal punishment upon a student.

2. Discipline Procedures

The District shall ensure discipline practices are:

- Fair, consistent, and age-appropriate
- Aligned with the Education Code's disciplinary provisions and requirements
- Respectful of student rights to due process and nondiscrimination

Suspension and expulsion shall be used only when other means of correction have failed, except in cases where immediate suspension or expulsion is authorized by law.

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3. Restorative Practices

Whenever possible, the District shall use restorative approaches to address harm, rebuild relationships, and support reentry into the learning environment following a disciplinary event.

4. Staff Training and Student Education

All staff shall be trained annually on:

- District discipline policies and procedures
- Positive behavior strategies
- De-escalation and conflict resolution techniques

Students shall be informed of behavior expectations and disciplinary procedures at the beginning of each school year.

5. Students with Disabilities

Disciplinary actions involving students with disabilities shall comply with the Education Code, Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act. Manifestation determinations and behavior intervention plans shall be provided as required therein.

6. Parent and Guardian Engagement

The District shall inform parents/guardians of disciplinary incidents and work collaboratively with families to support student success and behavioral growth.

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Administrative Regulations

1. School-Level Responsibilities

- Each school site administrator shall ensure all staff are trained annually on this policy, including PBIS practices, suspension/expulsion procedures, and alternatives to discipline.
- Staff shall document behavioral incidents, interventions used, and outcomes in the student's discipline record.

2. School Bus Conduct

- Students riding the school bus or student activity bus who fail to comply with the authority of the school bus driver will be reported to their school principal. The principal will determine the severity of the misconduct and take action accordingly. The student and their parent/guardian shall be given notice of the violation prior to action being taken. With severe violations or repeated offenses, the student may be denied transportation for a period of time as determined by the principal, up to the remainder of the school year.

3. Behavior Incident Reporting

- All incidents involving suspension, expulsion, or significant behavior events must be reported to the superintendent or designee within 24 hours.
- The District shall maintain an internal behavior incident log to track trends and inform school climate improvements.

4. Willful Property Damage and Withholding of Grades or Transcripts

- When authorized by law, the District may withhold a student's grades, diploma, or transcripts when District property has been willfully damaged or when property loaned to the student has been willfully not returned after demand by an authorized District employee. Before withholding grades, a diploma, or transcripts, the District shall notify the parent/guardian in writing of the alleged misconduct and afford the student due process. The due process procedures shall conform to the procedures established for the expulsion of students.

- If the student and parent/guardian are unable to pay for the damages or return the property, the District shall provide the student an opportunity to perform voluntary

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work in lieu of payment. The withheld grades, diploma, or transcripts shall be released upon payment, return of the property, or completion of the voluntary work.

- This section shall not be applied to a student who is a current or former homeless child or youth or current or former foster youth.

5. Parent Notification

- Parents/guardians shall be notified of any disciplinary action within 24 hours and shall be given an opportunity to meet with school staff to discuss the incident and next steps.
- Notices shall be provided in the primary language of the family when required.

6. Due Process

- Prior to suspension, students shall be informed of the reason for the suspension, given an opportunity to explain their version of events, and provided with a written notice outlining the suspension and other required information in accordance with Education Code section 48911.
- For expulsion, students shall receive a formal hearing before the school board or a designated administrative panel in accordance with Education Code section 48918, et seq, and the District's designated expulsion procedures, below.
- The District shall document all disciplinary actions, and students and their families shall receive information about their rights in a language they understand.
- The District shall use other means of correction before imposing suspension, including but not limited to: conferences, counseling, peer mediation, restorative practices, positive behavior support plans, and participation in intervention programs. These shall be documented in the student record.
- **Teacher Suspension from Class.** A teacher may suspend a student from class for any act set forth in Education Code section 48900 for the day of the suspension and the following day. Such suspension shall be immediately reported to the principal or designee and the student sent to the principal for appropriate action. If the student remains at the school site, they shall be under appropriate supervision. As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension; a school administrator shall attend if requested by the teacher or parent/guardian. The student shall not be returned to the class during the suspension period without the concurrence of both the teacher and the principal, and shall not be placed in another regular class during the period of suspension, except that, for a student assigned to more than one class per day, this restriction applies only

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to other regular classes scheduled at the same time as the class from which the student was suspended.

7. Students with Disabilities

- The IEP team must convene for a manifestation determination when a student with a disability is suspended for more than 10 consecutive days or has a pattern of removals.
- Behavior Intervention Plans must be developed or updated in response to recurring behavioral concerns.
- The District shall ensure the provision of FAPE during suspension or expulsion and consider alternative transportation or supports for students excluded from specific services.

8. Law Enforcement Notification

- The principal or designee shall notify local law enforcement within one school day if a student is involved in an incident involving weapons, narcotics, serious threats of harm, or other criminal conduct as required by Education Code section 48902.
- In cases involving students with exceptional needs, relevant disciplinary and special education records may be shared with law enforcement as permitted by FERPA.

9. Readmission Following Expulsion

- At the time of expulsion, the student and parent/guardian shall receive written notice of the procedures for readmission, including the criteria and timeline for review, as required by Education Code section 48916.
- The governing board or its designee shall conduct a review of the expulsion order at the end of the expulsion term to determine whether the student may be readmitted.
- Readmission decisions shall consider the student's compliance with the rehabilitation plan, as well as whether the student continues to pose a danger to campus safety or to other students and/or employees.
- During the expulsion period, the student shall be referred to an alternative educational placement or appropriate educational program that meets their instructional needs.

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10. Gun-Free Schools Act Compliance

- In accordance with 20 U.S.C. § 7961, any student who is determined to have brought a firearm to school or possessed a firearm at school shall be expelled from the regular school program for a period of not less than one year.
- The District shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to a school served by the District.

11. Expulsion Procedures

- Students may be recommended for expulsion in accordance with Education Code section 48900 through 48923, inclusive.

- **Hearing Timeline.** Any student recommended for expulsion shall be entitled to a hearing before the governing board or, if applicable, a neutral administrative panel. The hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the student has committed any act supporting his or her expulsion, unless the student requests, in writing, that the hearing be postponed. If such postponement is requested, the hearing may be postponed for not more than 30 calendar days. Any additional postponement may be granted at the discretion at the District's discretion for good cause.

- **Written Notice of Hearing**. Written notice of the hearing shall be sent to the student at least 10 calendar days before the date of the hearing. The notice shall include at least the following information:
  - The date, time, and location of the hearing.
  - A statement of the specific facts and charges upon which the expulsion is based.
  - A copy of the District's applicable disciplinary rules, including this policy.
  - A notice of the parent, guardian, or student's obligation to report the student's expulsion upon enrolling in other districts, in accordance with Education Code section 48915.1.
  - Notice of the following hearing rights:
    - The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
    - To inspect and obtain copies of all documentary evidence to be used at the hearing.

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- To confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on their behalf, including witnesses.
- In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Penal Code Section 868.5 be followed for the hearing.

- **Expulsion Hearings Involving Sexual Assault or Sexual Battery Allegations.** In expulsion hearings involving allegations of sexual assault and/or sexual battery under Education Code section 48900(n), the District shall provide the complaining witness, when the hearing is recommended, the applicable disciplinary rules and notice of the rights required by Education Code section 48918.5. The District shall provide the complaining witness a non-threatening environment, including a separate room before testimony and during breaks, and the otherwise applicable expulsion-hearing timeline may be extended by one schoolday to accommodate the complaining witness' special physical, mental, or emotional needs. The person conducting the hearing may allow reasonable breaks, arrange seating, limit testimony to normal school hours absent good cause, and permit one support person to accompany the complaining witness to the witness stand. The complaining witness and accused student shall be advised immediately to refrain from personal or telephonic contact during the expulsion process.

- **Hearing to be Conducted in Closed Session.** Any hearing shall be conducted in closed session, unless the student requests, in writing and at least five days prior to hearing, that the hearing be conducted in open session. However, the governing board or administrative panel shall retain the right to deliberate regarding the expulsion in closed session for purposes of determining whether the student should be expelled. If the governing board or administrative panel allows any other person to attend such

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deliberations, the student's parent/guardian, the student, and/or their counsel shall be permitted to attend as well.

- If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault or sexual battery, as those terms are defined in Education Code section 48900(n), a complaining witness shall have the right to have his or her testimony heard in closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- **Evidentiary Standard**. At hearing, the technical rules of evidence do not apply. All relevant evidence, including hearsay, shall be admitted and given probative effect so long it is of the type upon which reasonable persons are accustomed to rely in the conduct of serious affairs. Any decision to expel a student shall be supported by substantial evidence. Unless an exception applies, no decision to expel shall be based solely upon hearsay evidence.
  - In hearings that include an allegation of committing or attempting to commit a sexual assault or sexual battery, as those terms are defined in Education Code section 48900(n), evidence of specific instances, of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person or people conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person or people conducting the hearing makes such determination, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In doing so, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
  - If supported by good cause, the people or persons conducting the hearing may determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. If such a determination is made, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board, the hearing officer, or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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- A hearing record shall be made through any reasonable means, including, but not limited to, an electronic recording, so long as a reasonably accurate and complete written transcript can be made.

- **Subpoenas.** Before the hearing has commenced, the governing board may issue subpoenas at the request of expelling authority or the student, for the personal appearance of percipient witnesses at the hearing. Such subpoenas may also be issued after the hearing has commenced by the governing board, administrative panel, or hearing officer. Such subpoenas shall be issued and enforced in accordance with law.
  - Any objection to the issuance of subpoenas may be considered by the governing board in closed session, or in open session, if so requested by the student before the meeting. Any decision by the governing board in response to an objection to the issuance of subpoenas shall be final and binding.
  - Subpoenas shall not be issued to compel the attendance of any witness whose testimony would result in an unreasonable risk of physical or psychological harm, as determined by the governing board, administrative panel, or hearing officer.

- **Administrative Panel Permitted**. Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board or employed on the staff of the school in which the student is enrolled.
  - The hearing officer or administrative panel shall decide whether to recommend the student's expulsion no more than three days following the hearing. If the hearing officer or administrative panel decides not to recommend expulsion, the student shall be immediately reinstated to the same classroom and program, unless the student's parent/guardian requests a different placement in writing. If the hearing officer or administrative panel finds that the student committed any of the acts specified in Education Code section 48915(c), but does not recommend expulsion, the student shall be immediately reinstated, but may instead be placed at another comprehensive school or continuation school. The decision not to recommend expulsion shall be final.
  - If the hearing officer or administrative panel recommends expulsion, it shall prepare findings of fact and forward its recommendation to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the panel's recommendation, acceptance shall be based either upon a review of the findings of fact and

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recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing if ordered by the governing board.

- **Governing Board Decision.** Final action on an expulsion shall be taken only by the governing board in open session. Within 10 schooldays after the conclusion of the hearing, the governing board shall decide whether to expel the student, unless the student requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board does not meet on a weekly basis, the governing board shall decide whether to expel the student within 40 schooldays after the date of the student's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made, unless the student requests in writing that the decision be postponed.
    - The governing board's decision shall be in writing, including any decision to suspended the expulsion's enforcement pursuant to Education Code section 48917. The Board's decision shall include at least the following:
        - The term of the student's expulsion and a date on which the student may apply for readmission
        - A rehabilitation plan to be completed by the student prior to readmission
        - Notice of the right to appeal to the county board of education
        - Notice of the alternative educational placement to be provided to the student during the term of the student's expulsion
        - Notice of the parent, guardian, or student's obligation to notify any new school district of their expulsion in accordance with Education Code section 48915(b).

- **Decision Timeline Exceptions.** If compliance with the above timelines is impracticable during the regular school year, the superintendent or designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be

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pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

- **Board to Maintain Record of Expulsions**. The District shall maintain a record of each expulsion, including its cause(s). The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's school records.

12. Readmission

- At the time an expulsion order is issued, the governing board shall set a date for the student's readmission review in accordance with Education Code section 48916 and shall recommend an individualized rehabilitation plan addressing the behavior that led to the expulsion.
- The rehabilitation plan shall include periodic review and a preliminary assessment for readmission at least 45 days before the end of the expulsion term. The District shall assist the student in locating accessible opportunities necessary to complete the rehabilitation plan and shall not require the student or parent/guardian to pay for services the Board determines are necessary to complete the plan.
- The District shall maintain procedures for filing and processing readmission requests, conducting the required review of all expelled students for readmission, and transitioning readmitted students back into the District's regular school program. A description of the readmission procedure shall be provided to the student and parent/guardian when they are notified of the expulsion order.
- As part of the readmission review, the Board shall determine whether the student had access to the necessary resources and viable opportunities to complete the rehabilitation plan. The Board shall not deny readmission based on failure to complete a rehabilitation-plan requirement caused by financial barriers, transportation barriers, or lack of viable opportunities.
- After completing the readmission review, the Board shall readmit the student unless it finds that the student has not substantially met the rehabilitation-plan conditions despite access to necessary resources and viable opportunities, or continues to exhibit documented behavior that caused the expulsion or has committed a new expellable act during the expulsion term.
- If readmission is denied, the Board may extend the expulsion term one semester at a time, shall reassess the student for readmission after each extension, shall determine the student's continued educational placement, and shall provide written notice to the

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student and parent/guardian stating the reasons for denial and the educational program placement.

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Admission
Policy 3-105

Purpose

The purpose of this policy is to establish basic requirements for admission and enrollment in District schools, including the submission and review of reasonable evidence of residency. The District shall apply these requirements uniformly and in a manner consistent with students' rights to attend school under applicable state and federal law.

The Governing Board shall admit and enroll students who are entitled to attend District schools under state or federal law, including students who reside within District boundaries, students admitted pursuant to an approved interdistrict attendance agreement or other lawful transfer, and students otherwise entitled to enrollment or continued attendance under the factors outlined in Education Code section 48200, et seq.

The Superintendent or designee may require reasonable evidence that a student meets District residency requirements. Reasonable evidence may include documentation showing the name and address of the parent/guardian within District boundaries, including, but not limited to, any of the following:

1. Property tax payment receipts;
2. Rental property contract, lease, or payment receipts;
3. Utility service contract, statement, or payment receipts;
4. Pay stubs;
5. Voter registration;
6. Correspondence from a government agency; or
7. Declaration of residency executed by the parent/guardian.

The District shall not require a parent/guardian to provide all of the documents listed above and shall accept other reasonable evidence of residency as required by law.

The District shall not deny or delay enrollment when immediate enrollment is required by law, including for homeless children and youth. Lack of proof of residency, school records, immunization records, guardianship papers, or similar enrollment documents shall not delay enrollment when immediate enrollment is required.

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The District shall apply admission, enrollment, and residency requirements uniformly and shall not request or collect information or documents regarding a student's or family member's citizenship or immigration status, including social security numbers, except as required by state or federal law or as required to administer a state or federally supported educational program.

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Universal Meals
Policy 3-200

Scope:

In compliance with the State's Universal Meal Program, this policy requires the District to provide two free meals per day to every student, regardless of income status.

Purpose

The District is committed to ensuring all students have access to nutritious meals that support their health, well-being, and academic success. In compliance with state and federal laws, the District shall implement California's Universal Meals Program, which provides two free meals per day to every student, regardless of income status.

1. Universal Meal Provision

The District shall provide two free meals per school day (one breakfast and one lunch) to every student enrolled in a district-operated school.

2. Program Eligibility and Participation

- All students shall be eligible to receive free meals regardless of family income.
- The District may participate in a federal meal reimbursement program such as the National School Lunch Program (NSLP) or School Breakfast Program (SBP), in alignment with California Department of Education (CDE) requirements and in accordance with state and federal law.

3. Nutrition Standards

Meals shall meet or exceed nutrition standards set by the United States Department of Agriculture (USDA) and the CDE. This includes:

- Calorie limits appropriate by grade level
- Limits on saturated fat, sodium, and added sugar
- Provision of fruits, vegetables, whole grains, and low-fat dairy

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4. Safe and Accessible Meal Service

The District shall:

- Serve meals in a clean, safe, and inclusive environment
- Accommodate students with dietary needs or disabilities consistent with USDA guidelines
- Provide sufficient time to eat and ensure non-stigmatizing practices

5. Meal Time Scheduling

The Superintendent or designee shall ensure:

- Breakfast and lunch are scheduled at appropriate times
- Students have adequate time to eat each meal (at least 20 minutes for lunch)

6. Family Income Data Collection

- To maximize funding and support educational programs, the District may collect household income data using alternative forms, such as the Alternative Income Form (AIF), when not using the traditional free/reduced-price meal application process.

7. Community Engagement

The District shall inform families annually about the meal program, menus, and how it supports student wellness. Translation and outreach will be provided as needed.

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Administrative Regulations

1. Program Implementation and Oversight

- The Superintendent or designee shall oversee compliance with the Universal Meals Program and applicable USDA regulations.
- The District shall file meal claims for reimbursement in accordance with federal and state requirements.
- Staff shall be trained on program requirements, food safety, and civil rights.

2. Meal Counting and Claiming

- Meals must be counted at the point of service using an approved method.
- Records must be maintained for all reimbursed meals, in accordance with USDA record retention policies.

3. Health and Safety Standards

- All food preparation and storage shall comply with local and state health department standards.
- Food service staff shall hold valid food handler permits.

4. Non-Discrimination and Civil Rights

- No student shall be denied a meal or treated differently based on race, color, national origin, sex, age, disability, or any other characteristic protected by state or federal law.
- Meal service practices shall be free from stigma and ensure confidentiality.

5. Student and Family Communication

- Schools shall communicate weekly or monthly menus to families.
- Nutrition education may be provided as part of health or physical education programs.

6. Monitoring and Evaluation

- The Superintendent or designee shall evaluate participation rates, nutritional quality, and student feedback to improve meal services.

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7. Civil Rights Compliance and Non-Discrimination

Complaints regarding the District's child nutrition programs shall be processed or referred in accordance with applicable federal regulations, 5 CCR sections 15580-15584, and current USDA/CDE directives. Allegations of discrimination in a child nutrition program shall be referred or processed as required by applicable federal and state child nutrition civil-rights requirements.

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School Nutrition & Student Wellness
Policy 3-201

Scope:

This policy outlines the District's commitment to fostering a healthy school environment that promotes student wellness through nutrition education, physical activity, and community involvement.

Purpose

The District is committed to promoting the health, well-being, and academic success of all students. In alignment with the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010, this policy establishes goals for nutrition education, physical activity, and school-based wellness initiatives.

1. Nutrition Education and Promotion

- The District shall provide nutrition education that is age-appropriate and culturally relevant and integrated into core subjects where feasible.
- Students shall receive consistent messages about healthy eating across all areas of the school.
- Schools are encouraged to use cafeteria signage, posters, and other media to promote healthy food choices.

2. Physical Activity and Physical Education

- All students shall have opportunities for regular physical activity through physical education classes and other programs.
- Elementary students shall receive physical education instruction for at least 200 minutes every 10 school days; middle and high school students shall receive at least 400 minutes every 10 school days, subject to any lawful exemption or alternative scheduling permitted by law.
- Schools are encouraged to incorporate physical activity into the school day through programs such as "brain breaks," active recess, and walk-to-school days.

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3. Other School-Based Wellness Activities

- The District shall support school gardens, nutrition clubs, and farm-to-school programs where feasible.
- Schools shall provide access to drinking water throughout the day at no cost to students.
- Wellness activities shall be coordinated with other school health programs.

4. Nutrition Guidelines for All Foods Available at School

- All foods and beverages sold to students on campus during the school day, including those sold outside of the reimbursable meal programs, shall meet USDA Smart Snacks in School nutrition standards, as well as the requirements and nutrition standards set forth in state and federal law, including, but not limited to 7 C.F.R. sections 210.10, 210.11, 220.8, as well as Education Code sections 49430, et seq. Such food shall likewise promote student health and reduce childhood obesity.
- Foods and beverages provided, but not sold, to students during the schoolday shall comply with standards that are consistent with the goals of this policy and promote student wellness. The District shall permit marketing and advertising on school campus during the schoolday only for foods and beverages that meet applicable federal and state nutrition standards unless otherwise allowed by law.

5. Stakeholder Involvement

- The District shall establish a Wellness Committee composed of parents, students, physical education teachers, school health professionals, Board members, school administrators, and the general public to participate in the development, implementation, periodic review, and update of this policy.
- The Committee shall meet at least every three years to assess the extent to which District schools are in compliance with this policy and any model policies provided by state or federal health officials. Based on this assessment, the Committee may recommend appropriate modifications to this policy for the Board's consideration.

6. Implementation, Monitoring, and Reporting

- The District may use tools such as the Wellness School Assessment Tool (WellSAT) to evaluate the strength and comprehensiveness of this wellness policy and guide improvements over time.

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- The Superintendent or designee shall oversee the implementation of this policy and ensure each school complies with the wellness requirements.
- Each school site shall designate a staff member to monitor compliance and coordinate wellness activities.
- The District shall assess the implementation of this policy at least once every three years and make the results available to the public.
- The District shall annually inform the public about the content and implementation of this policy and any updates to the policy, which may be accomplished through posting on the District website or by other methods reasonably calculated to notify households and the school community.

7. Record Retention

- The District shall retain records documenting compliance with this policy, including the written policy, documentation of public notification and stakeholder participation, and documentation of the triennial assessment for each school under the District's jurisdiction, in accordance with 7 C.F.R. section 210.31(f).

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Suicide Prevention
Policy 3-202

Scope:

In compliance with Education Code § 215, this policy addresses suicide prevention for students in grades K-12.

The Governing Board recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide

Purpose

The District recognizes that suicide is a leading cause of death among youth and is committed to identifying and supporting students at risk. This policy outlines strategies for prevention, intervention, and postvention.

This policy is based on research and best practices in suicide prevention developed by the California Department of Education, as well as District community stakeholders, and the county mental health plan. The District shall continue to consult with school and community stakeholders in implementing this policy and responding to potential suicide risks.

Suicide Prevention Generally

The District shall consult with school-employed professionals, administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the district's strategies for suicide prevention and intervention. The Board shall review this policy for potential updates at least every five years.

Limitations on Suicide Intervention

LEA and school employees shall act only within the authorization and scope of their credential or license when addressing suicide or its prevention. Nothing in this policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Training

- All employees, including substitutes and volunteers, will, not already completed within the preceding year, receive training at the time of hire/onboarding on recognizing suicide warning

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signs and referral procedures. Such training will be provided to existing employees and volunteers on a regular basis.

- Mental health professionals employed by the District will receive specialized training in risk assessment and crisis intervention.
- Training materials shall include, but not be limited to, how to identify appropriate mental health services, both at the schoolsite and within the larger community, and when and how to refer youth and their families to those services. Materials will also incorporate the best practices outlined in and identified by the most recent model policy on suicide prevention provided by the California Department of Education.
- Selected training will be evidence-based, evidence-informed, and aligned with best practices in suicide prevention. Such training shall likewise address the unique needs of high-risk student groups including, but not limited to the following:
    - Youth bereaved by suicide.
    - Youth with disabilities, mental illness, or substance use disorders.
    - Youth experiencing homelessness or youth in out-of-home settings, such as foster care.
    - Lesbian, gay, bisexual, transgender, or questioning youth.

      Resources:

        - Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/
        - Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp
        - SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

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- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

Suicide Prevention Measures

- In addition to the above training for employees and staff, parents/guardians will receive information on risk factors, warning signs, and available resources to support at-risk students.

- Age-appropriate instruction will be provided to help students recognize warning signs, understand coping strategies, and know how to seek help for themselves or others.

- Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Suicide Intervention Measures

- Employees and volunteers shall promptly refer any at-risk student to the appropriate authority in accordance with the above training and District policy. At-risk students shall not be left unsupervised. If a K-6 student who is a Medi-Cal beneficiary is so referred, the District shall coordinate and consult with the county mental health plan. Parents of a student determined to be at-risk shall be notified unless doing so would endanger the student.

- If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.) staff members are required to request assistance from other District staff and call 911. Staff shall also take prompt action to address the safety of other students in the vicinity.

Suicide Postvention Measures

- Following any suicide or attempted suicide, the District will provide counseling and support for affected students and staff.

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- A re-entry plan will be developed for students returning to school after a suicide attempt, including accommodations and ongoing monitoring.

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Drug and Alcohol Use
Policy 3-203

Instruction Regarding Alcohol, Narcotics, and Other Restricted Drugs

As used in this policy, "narcotics" and "restricted dangerous drugs" have the meanings set forth in Health and Safety Code section 11032.

1. Elementary Schools

Instruction regarding the nature of alcohol, narcotics, restricted dangerous drugs, and other dangerous substances, and their effects on the human system, will be included in the curriculum for all elementary schools. Instruction will be provided in Sixth Grade.

2. Secondary Schools

Instruction on the nature and effects of alcohol, narcotics, restricted dangerous drugs, and other dangerous substances upon prenatal development and the human system will be included in the curriculum of all secondary schools. Instruction will be provided in the District's health class or in another appropriate area of study pursuant to Education Code section 51220.

This instruction shall include information about excessive alcohol use and the short-term and long-term health risks of excessive alcohol use. It shall likewise include information about excessive drinking, the immediate effects of alcohol that increases the risks of harmful health conditions, and how excessive alcohol use can

Purpose

The intent of this policy is to provide a structured framework for educating students about the risks and effects of alcohol, narcotics, and other restricted substances while fostering a safe and supportive environment for students to seek help. By aligning with state laws, including AB 2711, the policy aims to:

- Promote awareness and prevention of substance abuse through age-appropriate instruction.
- Encourage students to voluntarily disclose substance use without fear of punitive consequences.
- Ensure students receive appropriate support and resources to address substance-related issues.
- Equip school staff with the knowledge and tools to support students effectively and comply with legal requirements.

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lead to the development of chronic diseases and other serious problems, including alcohol-related deaths and mental health problems. The instruction about mental health problems may include instruction about depression and anxiety.

3. Student Reporting of the Use of Controlled Substances, Alcohol, Intoxicants, or Tobacco Products

In accordance with California law, the District shall establish procedures to encourage students to report the use of alcohol, controlled substances, intoxicants, or tobacco products. These procedures shall include:

- **Protection for Voluntary Disclosures:** In compliance with AB 2711, students who voluntarily disclose their use of controlled substances, alcohol, intoxicants, or tobacco products for the purpose of seeking help through services or supports shall not face suspension or expulsion solely for that disclosure.
- **Support Services:** Students who disclose substance use under this policy shall be referred to existing school-based support services, such as counseling or substance use education programs, as deemed appropriate.

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Tobacco-Free Schools
Policy 3-204

Scope:

This policy applies 24 hours per day, 7 days per week to all students, staff, parents, visitors, contractors, and community members on or in:

- All District-owned, leased, or rented buildings, grounds, parking lots, playgrounds, fields, and vehicles
- All school-sponsored activities, whether held on or off District property
- Any facility or property used for District programs, including those under joint-use agreements

Purpose

The District maintains a strict tobacco-free environment to protect the health and safety of students, staff, and the community. State law requires school districts receiving Tobacco-Use Prevention Education (TUPE) funding to adopt and enforce a tobacco-free schools policy consistent with the California Tobacco-Free Schools Initiative. This Policy establishes the rules, responsibilities, and enforcement procedure necessary for compliance with Health and Safety Code section 104420, et seq., the California Education Code, and guidance issued by the California Department of Education.

Policy Statement

The use, possession, display, or sale of any tobacco, nicotine, or nicotine-delivery product is prohibited at all times. Prohibited products include, but are not limited to:

- Cigarettes, cigars, chewing tobacco, snuff
- Electronic cigarettes, vape pens, pods or cartridges
- Any synthetic or non-synthetic nicotine product
- Look-alike or imitation tobacco products

No exceptions shall be made for ceremonial, cultural, or recreational use. No designated smoking areas shall be established on any District property.

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1. Definitions

- **Tobacco Products**: As defined in Health and Safety Code section 104495 and Education Code section 48901, including all nicotine-delivery devices, regardless of nicotine content.

- **District Property**: Any property owned, leased, rented, or controlled by the District, including vehicles.

- **School-Sponsored Activity**: Any activity authorized, supervised, or financially supported by the District.

2. Responsibilities

- **Superintendent or Designee**

    - Implement and enforce this policy and accompanying regulation.

    - Maintain required documentation for CDE Tobacco-Free School District Certification.

    - Provide ongoing staff training and student/parent communication.

    - Ensure signage is posted at all school entrances and District facilities.

    - Submit required certifications to the County Office of Education.

3. Employees

- Follow enforcement procedures and report violations.

- Refrain from using or possessing any prohibited product on District property or during District duties.

4. Students

- Comply with all rules and may be subject to discipline under Education Code sections 48900 for violations.

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Administrative Regulations

1. Enforcement Procedures

- **Students**
  - Violations shall be addressed through progressive discipline, consistent with Education Code sections 48900–48918.
  - Students shall be referred to cessation support services when available.
- **Employees**
  - Violations may result in corrective action or discipline pursuant to Board policy, collective bargaining agreements, and applicable law.
- **Visitors & Contractors**
  - Individuals who refuse to comply shall be directed to leave District property.
  - Failure to comply may result in denial of future facility use and, where appropriate, referral to law enforcement.

2. Required Signage

- The District shall post clear, permanent signs at all entrances to school buildings, athletic fields, playgrounds, and parking lots stating:

  "Tobacco-Free School District – Use of Tobacco, Nicotine, and Vaping Products is Prohibited at All Times."

- Signs shall be maintained in good condition and replaced as needed.

3. Communication

- The Superintendent or designee shall ensure the policy is communicated annually through:
  - Student, staff, and parent handbooks
  - Employee training materials
  - District and school websites

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- Enrollment packets
- Facility Use Agreements

- Copies of this policy shall be provided to outside groups using District facilities.

4. Staff Training

- All employees assigned enforcement responsibilities shall receive training on the following:
  - Legal requirements
  - Identification of prohibited products
  - Enforcement procedures and documentation
  - Referral options for students and staff

5. Cessation Support

- Districts receiving TUPE funds shall provide or refer students and staff to appropriate cessation resources. The District may partner with community agencies, public health departments, or online cessation programs to meet this requirement.

6. Certification Requirements (TUPE)

- To maintain eligibility for TUPE funds:
  - The District shall maintain a compliant tobacco-free schools policy.
  - Required signage must be posted at all school sites.
  - Enforcement procedures must be consistently applied.
  - Documentation of training, communication, and enforcement shall be maintained.
  - The District shall submit the Tobacco-Free School District Certification to the County Office of Education as required to maintain TUPE eligibility.

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7. Facility Use

- All groups using District facilities must comply with this policy. Facility-use permits shall include express language prohibiting tobacco and nicotine products and specifying consequences for violations.

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Referrals for Behavioral Concerns
Policy 3-205

Scope:

In compliance with Education Code §49428.2, this policy addresses the referral of students in grades 7-12 for behavioral concerns.

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

Purpose

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students, particularly those in high-risk groups.

- Pupils bereaved by death or loss of a close family member or friend.
- Pupils for whom there is concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Pupils with disabilities, mental illness, or substance use disorders.
- Pupils experiencing homelessness or placed in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

This policy was developed in consultation with school and community stakeholders and school-linked behavioral health professionals

The District staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the appropriate administrators.

1. Needs Assessment

The District shall implement and maintain procedures and protocols for identifying student behavioral and health trends, as well as potential service gaps in serving high-risk District communities.

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2. Referral Process

As needed, students and parents/guardians may be provided referrals to behavioral/mental health services in the community and/or to behavioral/mental health services at or near district schools. Referrals shall:

- Address the appropriate and timely referral by school staff of students with behavioral health concerns
- Takes into account the unique risk factors and warning signs of behavioral health problems in adolescents and the importance of early intervention
- Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate
- The protocols shall be accessible to students who may be the subject of disciplinary action.
- Be adaptable to varied local service arrangements for behavioral health services
- Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions
- Address the inclusion of parents/guardians in the referral process
- Be written to ensure clarity and ease of use by certificated and classified school employees
- Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct
- Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health program

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3. Training

The District shall provide training to staff serving Grade 7-12 students designed to address student behavioral concerns. Such training shall include, but not be limited to:

- Identifying appropriate contacts for behavioral health evaluation services at the schoolsite and within the larger community.
- When and how to refer pupils and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders.
- How to maintain pupil privacy and confidentiality in a manner consistent with federal and state privacy laws.
- Instruction on the safe de-escalation of crisis situations involving pupils with a youth behavioral health disorder.

Such training shall be provided to all certificated employees, and at least 40% of classified employees, who interact with students in grades 7-12 no later than July 1, 2029.

4. Restrictions on Referrals

Nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically credentialed and employed to do so.

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Student Freedom of Expression
Policy 3-300

Scope:

This policy affirms students' rights to freedom of expression under the U.S. Constitution, California Constitution, and relevant education codes, while outlining limits necessary to maintain a safe and orderly educational environment.

Purpose

The District recognizes that students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This policy affirms the rights of students to express themselves freely, consistent with the First Amendment of the U.S. Constitution, the California Constitution, and applicable state and federal law.

1. General Principles

Students have the right to freedom of speech and expression, including written, oral, and symbolic expression, provided that such expression does not:

- Materially and substantially disrupt the orderly operation of the school
- Incite violence or unlawful acts
- Contain obscene, libelous, or slanderous content

This right applies to student dress, religious expression, written publications, social media (when school-related), petitions, assemblies, and other forms of communication.

2. Student Media and Publications

In accordance with Education Code § 48907:

- Students may publish and distribute materials at school, including school-sponsored publications, subject to reasonable time, place, and manner regulations.
- Editorial control over school-sponsored media may be exercised by school authorities only when necessary to prevent the publication of material that:
    - Is libelous, slanderous, or obscene
    - So incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the school or District's orderly operation

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- In the view of the assigned teacher, would violate professional standards of English and/or journalism.

- A student publication advisor shall support the development of high-quality journalism, uphold legal rights to free expression, and help students navigate ethical and responsible content creation.

- School sites issuing student publications shall adopt their own written publications code that addresses time, place, and manner consistent with this policy.

3. Equal Access to Facilities

If the District allows student groups to use school facilities for meetings or events, it shall do so in a viewpoint-neutral manner consistent with the Equal Access Act. Nothing in this policy shall be applied to deny equal access or a fair opportunity to students at a District secondary school in violation of the Equal Access Act, where applicable.

4. Policy Review

This policy shall be reviewed annually and updated as needed to reflect changes in law or court interpretation.

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Administrative Regulations

1. Distribution of Materials

- Students may distribute flyers, petitions, or other written material during noninstructional time (before/after school, lunchtime) in designated areas.
- Materials must not be defamatory, obscene, or likely to cause a substantial disruption.

2. School Publications and Journalism

- School newspapers, yearbooks, and digital media are considered student forums. Students may determine content within the bounds of law and district policy.
- A staff advisor shall support student journalists in producing content that is responsible, factual, and consistent with journalistic standards.

3. Speech at Assemblies and Events

- Student speakers at school events shall be selected based on content-neutral criteria (e.g., leadership roles).
- Personal views expressed by students shall not be attributed to the school or district.

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Patriotic Expression and Pledge of Allegiance
Policy 3-301

Scope:

This policy outlines the District's compliance with legal requirements for daily patriotic observances in schools, while safeguarding students' constitutional rights to freedom of expression.

Purpose

The purpose of this Policy is to comply with state law while honoring the constitutional rights of students. It is the policy of the District to observe daily patriotic exercises, including the Pledge of Allegiance, in its schools. These exercises may include or accompany brief civic or historical instruction to support student understanding of democratic values.

1. Daily Patriotic Exercises

In accordance with California Education Code § 52720, every school in the District shall conduct appropriate patriotic exercises each day during the school year. The recitation of the Pledge of Allegiance to the Flag of the United States of America shall fulfill this requirement.

- The Pledge of Allegiance is one form of appropriate patriotic observance. Other displays of patriotism, such as civic education activities, moments of reflection, or school-recognized alternatives, may also satisfy this requirement.
- In elementary schools, patriotic exercises shall take place at the beginning of the first regularly scheduled class or activity period. In secondary schools, patriotic exercises shall be conducted at a time designated by the site administrator.

2. Voluntary Participation

Students shall not be required to participate in the Pledge of Allegiance or any patriotic exercise.

3. Staff Responsibilities

School staff shall ensure that patriotic exercises occur in accordance with the law and shall respect the rights of all students to participate or abstain.

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4. Notice to Students and Families

At the beginning of each school year, the District shall inform students and families of their rights regarding participation in patriotic exercises through student handbooks, orientation materials, or school websites.

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Student Promotion and Retention
Policy 3-302

Scope:

This policy applies to all students in grades TK through 12. The Superintendent or designee is responsible for ensuring consistent implementation of this policy and for developing procedures that guide promotion, retention, and intervention strategies.

Students shall be promoted and retained only in accordance with this policy as set forth in Education Code sections 48070 and 48070.5.

Purpose

The purpose of this Policy is to support each student's academic success. This policy ensures that decisions regarding student promotion and retention are based on clear, fair, and developmentally appropriate standards aligned with California Education Code and local goals for academic achievement.

1. Promotion/Acceleration Criteria

Students shall be promoted to the next grade level when they demonstrate grade-level proficiency in core academic areas, particularly in English language arts and mathematics. Decisions shall be based on:

- Academic performance and assessments
- Report card grades
- Classroom participation and assignments
- Other indicators of student progress
- The results of the California Assessment of Student Performance and Progress (CASPP) and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.

If, based on these criteria, and considering the students' maturity level, a student has demonstrated high achievement, they may be considered for acceleration to a higher grade level.

Assuming compliance with applicable age requirements, students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the

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Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011).

A student who has been lawfully admitted to kindergarten may be placed in the first grade at the discretion of the District, if it determines that the child is ready for first grade work. Such a determination shall be made following consultation with the parent/guardian and student's teacher(s), if any. However, in all cases, promotion is contingent on the following criteria:

- The student is at least five years old
- The student has attended a public kindergarten for a long enough time to enable meaningful evaluation of the student's ability
- The student is in the upper five percent of his age group in terms of general mental ability
- The student's physical and social maturity is consistent with such advanced mental ability
- The parent/guardian has filed a written statement approving promotion to first grade

2. Retention Criteria

A student may be considered for retention if they are performing below minimum academic standards in one or more core subjects and are not likely to benefit from immediate promotion.

3. Grade-Level Considerations

- Teachers shall evaluate students for promotion and retention between each of the following grade levels.
    - Between Grades 2 and 3
    - Between Grades 3 and 4
    - Between Grades 4 and 5
    - Between the end of the intermediate grades and the beginning of middle school grades (typically between Grades 6 and 7, but may vary)
    - Between the end of the middle school grades and the beginning of the high school grades (typically between Grades 8 and 9, but may vary)

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4. English Learners and Students with Disabilities

For English learners, retention decisions shall include an analysis of English language development and shall not be based solely on English proficiency. For students with disabilities, decisions shall align with their IEP or 504 Plan and include appropriate team input.

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Administrative Regulations

1. Identification of At-Risk Students

- Teachers shall regularly assess student progress using appropriate academic indicators.
    - When identifying at-risk students, at-risk status for students transitioning between Grades 2 and 3, and Grades 3 and 4, based primarily on their proficiency in reading.
    - When identifying at-risk students, at-risk status for students transitioning between Grades 4 and 5, the intermediate and middle school, and between middle school and high school, shall be based primarily on their level of proficiency in reading, English language arts, and mathematics.
- If a student is not meeting grade-level standards, the teacher shall notify the parent/guardian and develop a written intervention plan.
- Parents will be notified that their student is at risk of retention as soon as possible.

2. Academic Interventions

- Before a student is considered for retention, the District shall provide appropriate academic interventions, which may include:
    - Small group instruction
    - After-school or summer programs
    - Additional academic support
    - Targeted instruction using modified curriculum

3. Decision-Making Process and Appeal

- Teachers, administrators, and support staff shall review a student's academic record, assessments, and prior interventions.
- Parent/guardian input shall be solicited and documented.
- If a student performs below the minimum standards for promotion, the student shall be retained unless the teacher determines in writing that retention is not an appropriate intervention to address the student's academic deficiencies. The teachers' written determination shall specify the reasons that retention is not appropriate, as well as

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recommendations for interventions other than retention that the teacher feels are necessary to attain acceptable levels of academic achievement. If promotion is contingent on the student's participation in summer school or interim session remediation program, the student's performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teachers' assessment shall be discussed with the student's parent/guardian prior to final determination.

- If the student's parent/guardian disagrees with the teacher's decision to promote or retain the student, the parent/guardian may appeal to the Superintendent within 10 days of the final decision. In assessing the appeal, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. The Superintendent, or their designee, shall respond to the parent/guardian's appeal as soon as practicable, and such decision shall be final.

4. Documentation

- The District shall maintain written records of all promotion/retention decisions and the academic data used to make those decisions.
- A copy of any parent appeals and determinations shall also be retained.

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Course of Study and Instruction
Policy 3-303

Scope:

This policy ensures all students from grades 1–12 receive a comprehensive, equitable, and standards-aligned education. It provides guidelines for instructional content, curriculum review, and innovative learning opportunities, aligned with California Education Code.

Purpose

The District adopts this policy to ensure compliance with California Education Code § 51220 et seq. which require the adoption and implementation of a course of study that supports the intellectual, physical, moral, and civic development of students.

1. Course of Study Requirements

- **Elementary School (Grades 1–6)** The elementary course of study shall be designed to prepare students for the academic rigor and expectations of secondary education. It lays the foundation for success in middle and high school by emphasizing the development of core academic skills, social-emotional learning, and civic awareness.
- The course of study for elementary grades shall include instruction in the following areas, as required by Education Code § 51210:
    - English language arts
    - Mathematics
    - Social sciences (including history and geography)
    - Science
    - Visual and performing arts
    - Health education or Physical education
    - Other studies as needed to meet state standards and student developmental needs.

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- **Secondary School (Grades 7–12)** The secondary course of study shall offer both academic and alternative pathways that support students in meeting high school graduation requirements and preparing for college, career, and civic life. In addition to traditional coursework, the District may support the following instructional options:
    - Independent study
    - Interdisciplinary or project-based learning
    - Supervised work experience or internships
    - Regional occupational programs (ROP)
    - Correspondence instruction (if authorized)
- The course of study for secondary grades shall be designed in accordance with Education Code § 51220 and shall include instruction in:
    - English
    - Mathematics
    - Science (including physical and biological sciences)
    - Social sciences (including U.S. history and government, world history, geography, economics, and civics)
    - Visual and performing arts
    - Physical education
    - Health education, including sexually transmitted disease prevention
    - Career technical education (CTE)
    - World languages
    - Driver education
    - Personal and public safety and responsibility
    - Courses that encourage understanding of the American government, legal system, democratic values, and civic responsibility.

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- The Governing Board shall adopt a course of study for grades 1 through 12 that is consistent with state-adopted curriculum frameworks and content standards, and that prepares students for college, career, and civic life. The course of study shall include:
    - English language arts
    - Mathematics
    - Science
    - History-social science
    - Visual and performing arts
    - Physical education
    - Health education
    - Personal finance, to the extent required by California law
    - World languages (optional in grades 7–12)
    - Career technical education (CTE)
    - Applied arts, including instruction in the areas of consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture
    - Personal and public safety and responsibility
    - Driver education (if offered)
    - Ethnic studies, if and to the extent required by California law
    - Courses that foster an understanding of the American government, legal system, democratic values, and civic responsibility

2. Instructional Time and Sequence

Instructional time shall be allocated in accordance with Ed. Code § 46201 to ensure students receive adequate exposure to each area of study.

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3. Adoption and Review of Curriculum

The course of study shall be reviewed and adopted by the Governing Board and updated periodically. In developing and updating the curriculum, the District shall:

- Solicit input from educators, administrators, families, and community stakeholders
- Align courses with state frameworks and content standards
- Ensure instructional materials are adopted through a public process consistent with Ed. Code § 60000 et seq.

4. Equal Access and Nondiscrimination

No student shall be denied access to any course or program on the basis of race, ethnicity, gender, religion, disability, sexual orientation, or any other protected class.

5. Local Customization and Innovation

School sites may propose innovative instructional programs or electives, provided they align with the adopted course of study and are approved by the Governing Board.

6. Certification to the State Superintendent

The District shall certify to the State Superintendent that any adopted course of study for grades 1–8 prepares students to meet the high school graduation requirements set forth in Education Code § 51225.3.

7. Administrative Implementation Guidelines

To support the consistent implementation of this policy, the following administrative practices shall be observed:

- Curriculum Review Cycle: Subject area curriculum shall be reviewed and updated at regular intervals in alignment with state adoption cycles or as needed based on legislative or content standards updates.
- Stakeholder Engagement: During curriculum development or revision, site and district-level processes shall include meaningful consultation with teachers, administrators, parents/guardians, students (as age-appropriate), and community members.
- Elective and New Course Proposals: Any school seeking to pilot or introduce a new elective course must submit a course outline to the District's instructional services department for review. Final approval rests with the Governing Board.

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- Instructional Minutes Monitoring: School administrators shall ensure compliance with state-required instructional minutes across content areas by maintaining accurate bell schedules and classroom time allocations.
- Professional Collaboration: Grade-level and department teams shall meet regularly to ensure horizontal and vertical alignment of the curriculum and to evaluate instructional practices.

8. Adult Schools

The District may issue a diploma or certificate to adults and eligible minors enrolled in adult schools upon satisfactory completion of the District's elementary educational program.

Adult education students who meet the District's high-school graduation requirements shall receive a high-school diploma.

9. Policy Review

This policy shall be reviewed at least once every five years in accordance with curriculum adoption cycles or sooner as required by legislative or regulatory changes.

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Federal and State Compensatory Education
Policy 3-400

Policy Statement

1. A school operating a Title I schoolwide program may use Title I funds to upgrade the entire educational program of the school in accordance with law and shall not be required to identify particular children as eligible to participate in the schoolwide program or to identify individual services as supplemental.

2. A school operating a Title I targeted assistance program shall identify eligible students who are failing, or most at risk of failing, to meet challenging state academic standards based on multiple, educationally related, objective criteria established by the District and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the District and supplemented by the school. All identification and service decisions shall comply with requirements of the Elementary and Secondary Education Act (ESEA), Education Code §§ 54020–54029, and the District's Local Control and Accountability Plan (LCAP).

3. Title I schoolwide programs, Title I targeted assistance programs, and any applicable state compensatory education activities shall be implemented in accordance with the ESEA, applicable state law, the District's LCAP, and each participating school's School Plan for Student Achievement (SPSA), as applicable. Identification of students for Title I targeted assistance services shall be conducted in accordance with ESEA requirements and applicable District criteria.

Purpose

The Governing Board supports the effective use of federal and state supplemental funds to improve academic achievement for students performing below grade level. The District shall administer Title I, Part A programs, Title VI Indian Education programs if applicable, and any applicable state compensatory education requirements in accordance with state and federal law. Additionally, if the District applies for or receives funds pursuant to Title VI for Indian education, this policy is intended to ensure compliance with 20 U.S.C. section 7420, et seq.

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4. The Superintendent or designee shall:
   - Maintain documentation showing how students are identified and served;
   - The District and each school receiving Title I, Part A funds shall jointly develop, agree on with, distribute, and periodically update required written parent and family engagement policies in accordance with law. Each Title I school shall also jointly develop a school-parent compact where required.; and
   - Align compensatory-education efforts with the SPSA and the LCAP.

5. Program implementation shall be reviewed annually by the Board as part of the LCAP and budget adoption process to verify that supplemental funds are targeted effectively.

6. If the District applies for or receives federal Title VI Indian Education formula grant funds, the Superintendent or designee shall develop, implement, and evaluate the program in accordance with applicable federal law and the District's approved grant application.

   The District's Title VI Indian Education program shall be designed to meet the unique educational, culturally related academic, language, and cultural needs of eligible Indian children served by the District. Program objectives and outcomes shall be based on the same challenging state academic standards applicable to all students and shall be consistent with applicable state, tribal, local, and District plans.

   The Superintendent or designee shall ensure that Title VI funds are used only to supplement, and not supplant, federal, state, and local funds otherwise available for services to Indian students, and only for activities authorized by federal law and described in the District's approved application.

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Administrative Regulations

1. The Superintendent or designee shall develop and maintain procedures to:

   - Identify students most in need of academic support using objective academic data;
   - Document and retain evidence of student selection and program participation consistent with audit requirements;
   - Provide required parent/guardian notifications under Title I and Education Code § 64001; and
   - Align all compensatory-education activities with the District's LCAP and SPSA.

2. Program staff shall review data annually and recommend adjustments to ensure supplemental funds remain targeted to the highest-need students.

3. Indian Education Pursuant to Title VI

   If the District applies for or receives federal Title VI Indian Education formula grant funds:

   - The District shall develop the Title VI program based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of Indian students. In developing the program, the District shall use, to the extent practicable, the best available talents and resources, including individuals from the Indian community.

   - The District shall develop the Title VI program in open consultation with parents and family members of Indian children, teachers, representatives of Indian tribes on Indian lands located within 50 miles of any school the District will serve if such tribes have children enrolled in such school, Indian organizations, and, when appropriate, Indian students attending District secondary schools. Such consultation shall include public hearings held by the District to provide the specified individuals and entities a full opportunity to understand the proposed program and offer recommendations.

   - The District shall meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in developing the comprehensive program and shall document the collaboration process and any actions taken as a result of such collaboration.

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- If the District proposes to use Title VI funds in a schoolwide program, the District shall identify in its application how the use of such funds in the schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in the schoolwide program.

- The District shall establish and maintain a committee for the Title VI program composed of and selected by parents and family members of Indian children in District schools, representatives of Indian tribes on Indian lands located within 50 miles of any school the District will serve if such tribes have children enrolled in such school, teachers in District schools, and, when appropriate, Indian students attending District secondary schools. A majority of the committee shall be parents and family members of Indian children. The committee shall adopt and follow reasonable bylaws for the conduct of its activities.

- The District shall obtain the participation and written approval of the committee in developing the Title VI program and application. If the application describes a schoolwide program, the committee shall review the program in a timely manner and determine that the program will not diminish the availability of culturally related activities for Indian students and will directly enhance the educational experience of Indian students.

- The Superintendent or designee shall conduct outreach to parents and family members of Indian children to support their meaningful participation in the development, operation, and evaluation of the Title VI program.

- The District shall provide professional development, as needed, to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that teachers involved in programs assisted with Title VI funds are properly trained to carry out such programs.

- The District shall periodically assess the progress of all Indian children enrolled in District schools, including Indian children who do not participate in Title VI-funded programs, in meeting the program's objectives and outcomes. The District shall provide the results of such assessments to the Title VI committee, the community served by the District, and the Indian tribes whose children are served by the District, consistent with the Family Educational Rights and Privacy Act. The District shall consider and respond to findings from prior assessments in developing and revising the program.

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- The District shall coordinate Title VI activities with other federal programs supporting educational and related services administered by the District.

- The District shall maintain policies and procedures, including procedures related to the hiring of personnel as applicable, to ensure that the Title VI program is operated and evaluated in consultation with, and with the involvement of, parents and family members of Indian children and representatives of the area served.

- The District shall prepare and submit required reports regarding the effectiveness of Title VI activities in improving the educational achievement of Indian students, meeting program objectives and outcomes, and addressing the unique cultural, language, and educational needs of Indian students.

Title I Fiscal Requirements

- The District shall administer Title I, Part A funds in accordance with applicable federal fiscal requirements, including maintenance of effort, supplement-not-supplant, comparability of services, allowable-cost, documentation, and audit requirements.

- The District shall use Title I, Part A funds only to supplement, and not supplant, the state and local funds that would, in the absence of Title I funds, be made available for the education of students participating in Title I programs.

- To demonstrate compliance with the supplement-not-supplant requirement, the District shall maintain a methodology for allocating state and local funds to schools receiving Title I assistance that ensures each such school receives all state and local funds it would otherwise receive if it were not receiving Title I assistance. The District shall not be required to identify each individual cost or service supported with Title I funds as supplemental, or to provide Title I services through a particular instructional method or setting, to demonstrate compliance with supplement-not-supplant.

- Where comparability requirements apply, the District shall use state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to services in schools that do not receive Title I funds. If all District schools are served with Title I funds, the District shall use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Comparability may be determined on a grade-span-by-grade-span or school-by-school basis.

- Where comparability requirements apply, the District shall establish and implement an LEA-wide salary schedule and policies to ensure equivalence among schools in teachers, administrators, and other staff, and equivalence among schools in the provision of curriculum materials and instructional supplies. The Superintendent or designee shall develop procedures for comparability compliance and maintain records,

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updated at least biennially, documenting such compliance.

- The comparability requirements shall not apply if the District does not have more than one building for each grade span. In determining comparability, the District may apply exclusions permitted by federal law.

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Independent Study
Policy 3-401

Scope:

The Governing Board authorizes the use of Independent Study ("IS") as an instructional strategy for students enrolled in the District, provided that all legal requirements are met and the program is implemented in a manner that maintains the educational quality and accountability standards expected by the Board.

If a student's needs can be met during IS, a student may be permitted to go on Short-Term or Long-Term IS as set forth below under the supervision of a District employee that possesses a valid teaching credential.

Purpose

The Board recognizes the critical importance of regular student attendance in fostering academic success.

The Board adopts this policy to permit Independent Study (IS) as an alternative instructional strategy, with District approval.

This policy is designed to offer flexibility to meet the diverse needs of students while maintaining high educational standards. A student's participation is only permitted if the student is prepared to meet the IS requirements and is likely to succeed

1. Written Agreement

Any student permitted to participate in IS, Short-Term or Long-Term, must enter into a Written Agreement with the District. The Written Agreement shall be between the student, parent/guardian and the District. All Written Agreements shall be signed before the start of IS and include all components required by law, including but not limited to the following:

- Objectives and methods of study for the student's work.
- The resources, including instructional materials, to be made available to the student.
- The manner, time, and place for submitting the student's assignments and for reporting progress.
- The method used to evaluate the student's work.
- The maximum length of time between the assignment and completion dates.
- The duration of the IS agreement, including beginning and ending dates.

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- How satisfactory educational progress will be determined for the student.
- A statement of the number of missed assignments that will trigger an evaluation of whether the student should continue in IS.
- A statement that participation in IS is voluntary, and no student may be required to participate.

A copy of the Written Agreement shall be maintained by the District, along with all other records required to document attendance IS students.

2. Short-Term Independent Study

Short-term Independent Study is defined as an IS program scheduled for 15 school days or fewer.

Except under emergency circumstances, families must provide at least two weeks' notice to the District of their desire to place their student on Short-Term IS. With District approval, the Short-Term IS will be approved and an agreement will be provided to the family for execution.

3. Long-Term Independent Study

Long-term Independent Study is defined as an IS program scheduled for 16 school days or more.

For long-term IS, the District shall ensure that the IS program is consistent with the student's grade-level standards and provides the same level of quality instruction as the traditional classroom setting. Regular evaluations and progress monitoring shall be conducted to ensure the student remains on track to meet their educational goals.

Long-Term IS shall meet the requirements of the law, and by way of illustration and not limitation, including the following:

- **Synchronous Instruction Requirements**

  Synchronous instruction shall be defined as instruction provided in real-time by the supervising teacher to the student, involving live two-way communication. The instruction may be classroom-style, small group or one-on-one. The District shall document evidence of student participation in synchronous instruction, which may

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include documentation of verbal or visual participation during instructional periods, even if conducted via telephone or non-video communication.

For grades K-3, there must be opportunities for daily synchronous instruction.

For grades 4-8, there must be opportunities for at least weekly synchronous instruction.

For grades 9-12, there must be opportunities for at least weekly synchronous instruction.

- **Asynchronous Instruction Requirements**

  Asynchronous instruction refers to educational activities that students complete independently at their own pace, without real-time interaction with a teacher. This may include online modules, recorded video lessons, assignments, and other instructional activities that can be accessed at any time. Asynchronous instruction may be utilized to provide students with greater flexibility in completing their coursework. The time value of asynchronous instructional activities will be determined by a certificated teacher and included in the documentation of the student's work product, as required by law.

- **Live Interaction Requirements**

  Live interaction refers to interactions between the student and District staff (classified or certificated), and may include peers, for the purpose of maintaining school connectedness, including wellness checks, progress monitoring, provision of services and instruction. This interaction may include in-person, internet or telephone communication.

  For grades 4-8, there must be opportunities for daily live interaction.

- **Tiered Reengagement & Satisfactory Educational Progress**

  All students that are not generating attendance for more than 10% of minimum instructional time over four continuous weeks, are not participating in more than 50% of the synchronous instruction in a month, or violated the Written Agreement, the District shall implement their tiered reengagement procedures. The tiered

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reengagement procedures shall comply with the law and by way of illustration and not limitation includes the following:

- Verification of current contact information for each enrolled pupil.
- Notification to parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being.

Any student determined to not be making satisfactory educational progress, notification shall be provided to the student. Evaluations and recommendations shall be made regarding whether it is in the student's best interest to remain on IS.

4. High School Independent Study and Course-Based IS

The District may offer course-based Independent Study programs for high school students as permitted by law. Such programs must meet all requirements related to curriculum alignment with state standards, the measurement of student achievement, instructional time equivalent to classroom-based instruction, and the qualifications of the certificated teacher responsible for the program.

5. Restrictions on Funding and/or Supplies

No student shall be prohibited from participating in the District's IS solely on the basis that he or she does not have the materials, equipment, or Internet access that are necessary to participate in the independent study course.

Students participating in the District's IS may be provided with educational materials, equipment, etc., as needed to support them in their program. However, the District shall not provide a student or his/her parent or guardian with funds or any other thing of value that a school district could not legally provide to a similarly situated student attending the District.

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Provision of Special Education And Related Services Policy 3-402

Scope:

The District must provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside within the District.

District is committed to providing special education services and related services to those individuals with disabilities after the regular education program has been considered and utilized to the extent possible.

District is a part of a special education local plan area ("SELPA") that administers the local plan for special education services and the allocation of funds for special education services. District will participate in and support the operations of the local SELPA to ensure coordination and resource access.

Purpose

Every district that provides special education services to its students must adopt policies for the programs and services it operates and/or provides.

The Governing Board of the District recognizes its legal responsibility to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students with disabilities.

The Governing Board of the District is committed to ensuring that all students with exceptional needs are provided a free appropriate public education (FAPE) in accordance with state and federal law. This includes delivering special education instruction and related services as defined in the Education Code and the Individuals with Disabilities Education Act (IDEA).

1. Child Find Obligations

The District must identify, locate, and evaluate all children with disabilities residing within the District's jurisdiction who may be eligible for special education and related services. The District shall implement child find activities consistent with state and federal law to ensure that eligible children are identified and referred for assessment in a timely manner.

- Identification and Referral

  The Superintendent or designee shall establish procedures to identify, locate, and refer for assessment children who are suspected of having a disability and

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who may require special education and related services. Child find activities shall apply to all eligible children, including those who:

- Are enrolled in District schools;
- Attend private schools located within the District's boundaries;
- Are highly mobile, migrant, homeless, or foster youth;
- Attend charter schools for which the District has child find responsibilities;
- Are advancing from grade to grade but are suspected of having a disability; or
- Are preschool-aged children residing within the District's jurisdiction.

- Assessments

  When the District has reason to suspect that a child has a disability and may require special education services, the Superintendent or designee shall ensure that the child is referred for assessment in accordance with applicable law. Assessments shall address all areas of suspected disability and shall be conducted within legally required timelines.

2. Program and Services Offered

District provides special education and related services to students with exceptional needs in the least restrictive environment. The services shall be delivered:

- According to the individual needs identified in each student's individualized education program ("IEP").

- By appropriately credentialed, licensed, or otherwise qualified personnel to deliver all components of special education services.

District shall provide program options, as required by law to meet the needs of its students. The program and services offered shall provide special education students with a Free and Appropriate Public Education ("FAPE") as required by law.

3. SELPA

Through the District's participation in the SELPA, the District shall have a written agreement with the SELPA. The District shall comply with the Local Plan developed by the SELPA to assure general compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act ("IDEA") and the Americans with Disabilities Act ("ADA").

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Administrative Regulations

1. Personnel Requirements

- **Instructional Staff**
  - Special education instruction shall be delivered by credentialed teachers authorized to provide instruction to students with exceptional needs.
- **Related Services Providers**
  - Services such as speech therapy, occupational therapy, and counseling shall be provided by individuals holding the appropriate state credentials, licenses, or certifications.
- **Assignment Limitations**
  - Staff providing special education services shall not be assigned to general education duties concurrently, unless appropriately authorized and included in the IEP.

2. Program Implementation

- **Service Delivery**
  - Services shall be based on the IEP and may be delivered in general education classrooms, resource rooms, special day classes, or other approved settings.

3. Least Restrictive Environment (LRE)

- The District shall ensure, to the maximum extent appropriate, that students with exceptional needs are educated with nondisabled peers and removed from general education settings only when necessary.

4. IEP Process (*See* Policy 3-402a for additional detail)

- **Development and Review**
  - IEPs shall be developed by multidisciplinary teams in accordance with the law and shall be reviewed at least annually.

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- **Documentation**
    - The District shall maintain detailed records of the services provided, student progress, and communications with parents/guardians.
- **Progress Monitoring**
    - Special education staff shall regularly monitor student progress and adjust instruction and services as needed in consultation with the IEP team.

5. SELPA Coordination

- The Superintendent or Special Education Director shall provide the Governing Board with an annual report identifying the number of students receiving special education and related services, consistent with the SELPA reporting schedule and state and federal data requirements.
- The District shall comply with the SELPA's local plan and collaborate with SELPA personnel to ensure program quality and compliance.

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Individualized Education Plan
Policy 3-402a

Scope:

Every student identified as an individual with exceptional needs is entitled to a free appropriate public education (FAPE) in the least restrictive environment. The District shall develop, review, revise, and implement an Individualized Education Program (IEP) for each eligible student in accordance with state and federal law.

The Superintendent or designee shall ensure that special education and related services identified in a student's IEP are provided as soon as possible following the IEP meeting and that all staff responsible for implementing the IEP are informed of their responsibilities.

Purpose

The Governing Board of the District recognizes its legal responsibility to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students with disabilities, all of which must be set out in a student's Individualized Education Plan (IEP).

The delivery of special education instruction and related services is provided to students in accordance with their IEP.

1. Development of the IEP

Following completion of an assessment, an IEP meeting shall be convened within legal timelines to determine eligibility and, if appropriate, develop an IEP.

The IEP shall include all components required by law, including but not limited to:

- Present levels of academic achievement and functional performance;
- Measurable annual goals;
- A description of how progress toward goals will be measured and reported to parents/guardians;
- Special education, related services, supplementary aids and services, program modifications, and supports to be provided;
- The projected beginning date, frequency, location, and duration of services;
- Participation in state and district assessments and any necessary accommodations or alternate assessments; and
- Transition services and postsecondary goals, when required by law.

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2. IEP Team Membership

The IEP shall be developed, reviewed, and revised by an IEP team composed of the student's parent(s)/guardian(s) and other individuals required by law, including appropriate general education and special education personnel and a District representative qualified to provide or supervise special education services.

A required team member may be excused only in accordance with the law.

The District shall take reasonable steps to ensure meaningful parent participation in IEP meetings, including providing all legally required notices.

3. Annual Review and Revision

The IEP team shall review each student's IEP periodically, but not less than annually, to determine whether the student's annual goals are being achieved and to revise the IEP as appropriate to address the student's progress, results of assessments, anticipated needs, and other relevant matters.

Upon receipt of a written request from a parent/guardian for an IEP meeting, the District shall convene the meeting within the timelines required by law.

4. Reevaluation and Continued Eligibility

Students receiving special education services shall be reevaluated at least once every three years, or more frequently if conditions warrant or if requested by the student's parent/guardian or teacher, subject to applicable legal requirements. The District and parent/guardian may agree in writing that a reevaluation is unnecessary when permitted by law.

5. Transition Services

Beginning not later than the first IEP to be in effect when the student reaches age 16, or younger when determined appropriate by the IEP team, the IEP shall include measurable postsecondary goals and transition services designed to facilitate movement from school to postsecondary education, employment, and independent living, as appropriate. These transition goals and services shall be reviewed and updated annually.

6. Transfer Students

The District shall provide services to students with existing IEPs who transfer into the District in accordance with state and federal law and shall adopt the existing IEP or develop a new IEP within applicable timelines.

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Administrative Regulations

1. Scheduling and Notice of Meetings

The District shall ensure that parents are afforded an opportunity to participate in IEP meetings.

The District shall:

- Provide written notice of meetings early enough to ensure participation;
- Schedule meetings at a mutually agreed-upon time and place whenever feasible;
- Use alternative means of participation when appropriate, including telephone or videoconference;
- Provide interpreters or translated documents when required by law.

Meeting notices shall identify:

- Purpose of the meeting;
- Date, time, and location;
- Persons expected to attend;
- Parent rights regarding participation and inviting individuals with knowledge of the student.

2. Contents of IEP

The IEP shall include:

- Present Levels of Performance

  A statement of the student's present levels of academic achievement and functional performance.

- Annual Goals

  Measurable annual goals addressing the student's identified educational needs.

  For students participating in alternate assessments aligned to alternate achievement standards, short-term objectives or benchmarks shall be included as required by law.

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- Progress Reporting

  A description of:
  - How progress toward annual goals will be measured; and
  - When periodic reports will be provided to parents.

- Services and Supports

  A statement of:
  - Special education services;
  - Related services;
  - Supplementary aids and services;
  - Program modifications; and
  - Supports for school personnel.

- Service Details

  The projected beginning date, frequency, location, and duration of services. Including, an explanation to the extent that the services that the student will not participate with nondisabled peers.

- Assessments

  Participation in state and district assessments and any accommodations, modifications, or alternate assessments.

- Extended School Year

  When appropriate, the IEP team shall determine whether extended school year services are required.

- Transition Services

  Beginning no later than the first IEP in effect when the student turns age 16, or younger when appropriate, the IEP shall include:
  - Measurable postsecondary goals;
  - Transition services; and
  - Courses of study supporting those goals.

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3. Parent Consent

Written parental consent shall be obtained before:

- Initial provision of special education services;
- Reevaluations, when required by law; and
- Release of records when required.

Consent for one service shall not be construed as consent for all services.

If consent is refused or revoked, the District shall proceed in accordance with the law.

4. IEP Implementation

The Superintendent or designee shall ensure that:

- Services identified in the IEP are provided as soon as possible after adoption of the IEP;
- Responsible staff members have access to the IEP;
- Staff members are informed of their specific responsibilities; and
- Necessary accommodations and supports are implemented.

5. Annual Review

The IEP shall be reviewed at least annually. The IEP team shall review:

- Progress toward goals;
- Assessment results;
- Parent concerns;
- Student needs;
- Behavioral and functional performance; and
- Transition planning, when applicable.

The IEP may be amended without convening a meeting when permitted by law and agreed to in writing by the parent and district.

6. Parent Requests for Meetings

Upon receipt of a written parent request for an IEP meeting, the District shall convene the meeting within 30 calendar days, excluding days between regular school sessions, school vacations exceeding five school days, and periods when school is not in session.

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7. Triennial Evaluations

Each student receiving special education services shall be reevaluated at least once every three years unless:

- The parent and district agree that a reevaluation is unnecessary; or
- Reevaluation is otherwise not required by law.

The reevaluation shall determine:

- Continued eligibility;
- Educational needs; and
- Appropriate services and supports.

8. Discipline and Manifestation Determinations

The District shall ensure that it complies with all legally mandated procedures regarding the discipline of students with disabilities including, but not limited to, procedures for:

- Conducting manifestation determinations;
- Removing students from their current placement; and
- Placing students in an "interim alternative educational setting."

9. Transfer Students

When a student transfers into the District with an existing California IEP, the District shall provide comparable services immediately and shall adopt the previous IEP or develop a new IEP within legal timelines.

10. Independent Educational Evaluations

By law, parents have the right to obtain an independent educational evaluation under certain conditions.

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Non-Public School and Non-Public Agency Services Policy 3-402b

Scope

Sometimes, students with disabilities need special education services that the District cannot provide in its own schools. When that happens, the District may place a student in a certified nonpublic school (NPS) or use a nonpublic agency (NPA) to provide those services. All NPS and NPA placements require parent involvement and assurances that the placement complies with the law.

Purpose

When appropriate services are not available within the District or SELPA, the District may contract with a certified Nonpublic School (NPS) or Nonpublic Agency (NPA) to meet the individual needs of a student with an Individualized Education Program (IEP).

Placement Requirements

1. The District shall use NPS/NPA placements only when no appropriate public program is available.

2. The placement decision must be based on a student's individualized needs, determined by the IEP team.

3. NPS/NPA services shall be documented in the IEP and reviewed at least annually.

4. All contracts with NPS/NPA providers shall be approved by the Governing Board and conform to California Department of Education (CDE) certification requirements.

5. The District shall ensure that any NPS/NPA it contracts with:

- Is certified and maintains good standing with the CDE
- Adheres to student record privacy and special education procedural safeguards
- Provides qualified personnel with appropriate licenses and credentials

6. Parents shall be informed of their due process rights and the rationale for any recommendation for NPS/NPA placement.

7. The District shall ensure that the IEP team maintains responsibility for monitoring the students' progress towards meeting the goals specified in their IEP.

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8. The District shall ensure that decisions related to NPS/NPA placements are made without discrimination based on race, ethnicity, language, disability severity, economic status, or family background.

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Administrative Regulations

1. Definitions

- **Nonpublic, Nonsectarian School (NPS):** A private, nonsectarian school certified by CDE to enroll students with disabilities per an IEP when no public placement is available (Ed Code § 56034).
- **Nonpublic, Nonsectarian Agency (NPA):** A certified agency that provides designated instruction and services (DIS) per a student's IEP, such as OT, speech, counseling, etc. (Ed Code § 56035; 34 CFR § 300.34).
- **Individual Services Agreement (ISA):** A legally binding agreement between the District and an NPS/NPA detailing the specific services to be provided to a student based on their IEP, including cost, frequency, and duration.
- **Special Education Local Plan Area (SELPA):** A regional agency that supports local school districts in delivering special education services and compliance.

2. IEP Team Responsibilities

- The IEP team shall determine the need for NPS/NPA services only after considering all appropriate public options.
- The decision must be supported by assessment data and documented in the IEP, including:
  - The specific services required
  - The rationale for placement
  - Goals and methods for monitoring progress

3. Contracting and Oversight

- All contracts must comply with all legal requirements, including:
  - Be executed using the SELPA-approved master contract template;
  - Terms for service delivery, billing, confidentiality, and complaint resolution;
  - Require compliance with IDEA and state law; and

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- Be paired with an Individual Services Agreement (ISA) for each student, outlining all services and associated costs.

- No change to services may occur except through the IEP process.
- Prior to approval, the District shall confirm that the NPS/NPA:
  - Has an active certification with CDE;
  - Is certified for the grade level of the student; and
  - Is operating in CDE-certified facilities.

4. Out-of-State Placements

- The District shall only contract with an out-of-state NPS or NPA if no appropriate in-state public or private program is available.
- The District must:
  - Document efforts to locate in-state options.
  - Ensure dual certification from both California and the host state.
  - Submit a report to the State Superintendent within 15 days of placement, including:
    a. Description of services
    b. Cost of services
    c. Documentation of efforts to find a placement in California
  - Determine a projected return date and maintain efforts to return the student to a California placement.

5. Site Visits and Monitoring

- The District shall conduct at least one annual visit to each NPS where students are placed.
- Monitoring reports shall address:
  - Student safety and engagement;
  - How well the student's IEP is being followed;

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- Staff qualifications; and
- Facility compliance with education codes and ADA accessibility.

6. Waivers

When necessary to implement a student's individualized education program and as authorized by law, the Superintendent or designee may petition the Superintendent of Public Instruction for a waiver of applicable requirements governing nonpublic, nonsectarian school or agency placements. Any such petition shall comply with applicable legal requirements.

7. Conflict of Interest Protections

- It shall be a conflict of interest for any attorney or advocate representing a student to recommend an NPS or NPA in which they have a financial interest or contractual relationship.
- District personnel must report suspected conflicts to the Superintendent.

8. Small District Considerations

- The Superintendent or designee may act as the special education administrator if staffing is limited.
- The District may coordinate with its SELPA to:
  - Access a shared pool of approved NPS/NPA providers
  - Receive support for monitoring and site visits
  - Review master contracts and legal compliance
- Any required oversight duties may be delegated or supported by SELPA staff under a Memorandum of Understanding (MOU).

9. Parent Notification and Rights

- Parents shall be informed in writing of:
  - The proposed NPS/NPA placement;
  - Their right to consent or disagree with the placement;
  - Their due process rights under IDEA; and

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- The timeline for implementation and review of services.

10. Data Reporting

- The District shall maintain accurate data on:
  - Number of students placed at each NPS or served by NPAs;
  - Annual cost per student; and
  - Contract status and service compliance.
- Required data shall be submitted to the SELPA and CDE in accordance with legal requirements.

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Transportation of Special Education Students Policy 3-402c

Scope:

The District recognizes its responsibility to provide safe, appropriate, and legally compliant transportation to students with disabilities when such services are required by the student's Individualized Education Program (IEP) or as otherwise required by law.

Purpose

To ensure that students with disabilities who are entitled to transportation as a related service receive appropriate, safe, and timely transportation services.

Provide parents with guidelines for transportation of their special education students.

1. Related Service

Transportation is identified as a related service under the Individuals with Disabilities Education Act (IDEA) and must be provided at no cost to families when deemed necessary by the IEP team.

2. Transportation

The District is committed to ensuring that all transportation services meet the individual needs of students, are delivered in a manner consistent with federal and state law, and reflect our values of equity, dignity, and respect.

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Administrative Regulations

1. Transportation Program Requirements

The Superintendent or designee shall develop and implement a transportation program for students with disabilities that:

- Coordinates special education transportation with regular education transportation services when appropriate.
- Ensures timely communication between IEP teams and transportation personnel whenever transportation is designated as a related service.
- Coordinates with the SELPA and other local educational agencies (LEAs) as needed.
- Ensures that any master contract or individual services agreement with a non-public school (NPS) or non-public agency (NPA) clearly defines the transportation responsibilities.
- Requires that for NPS placements, transportation services (if required) are clearly identified, and that the NPA/NPS may subcontract with a transportation provider but not require another LEA to provide transportation.
- Affirms that the District will not limit its obligation to monitor or maintain any medical device required for health and safety during transport.
- Establishes staff training protocols to address the unique needs of transported students.

2. Options for Meeting Transportation Needs

As specified in the IEP, the District may offer:

- Transportation by a school bus operated by the District or through a contract with another LEA;
- Transportation services through a third party;
- Mileage reimbursement to parents or guardians who transport their children to and from school; or
- Other options as determined appropriate by the IEP team and approved by the District.

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3. Parent and Community Communication

The District shall:

- Provide clear information to families about transportation services in a language and format they understand.
- Notify families promptly of changes to routes, pick-up/drop-off times, or providers.
- Designate a transportation contact person for family inquiries.
- Offer guidance to parents on how to request changes or report concerns.

4. Safety and Equipment Standards

- Transportation services must be compatible with any required medical equipment or mobile seating devices.
- Procedures must ensure compatibility with applicable Federal Motor Vehicle Safety Standards.
- Drivers and aides must receive training on:
    - Installation and securement of seating devices;
    - Emergency evacuation protocols; and
    - Disability awareness and student-specific needs.

5. Student Behavior and Disciplinary Protections

- Students with disabilities shall not be denied transportation services as a disciplinary consequence without an IEP team review.
- If a suspension from transportation is considered, the IEP team shall determine whether it constitutes a change in placement and follow the IDEA and other applicable requirements for manifestation determinations.

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6. Funding and Reimbursement

The District shall:

- Track transportation expenses to support claims for apportionment as required by law;
- Document and process parent reimbursement requests in alignment with IEPs and District policies.

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Caseloads for Special Education Providers
Policy 3-402d

Scope:

The District shall maintain special education staff caseloads that comply with state and federal law, support student success, and ensure the provision of a Free Appropriate Public Education (FAPE).

Purpose

To ensure that special education staff are assigned caseloads that comply with all legal requirements, support the effective delivery of services, and allow students with disabilities to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment.

This policy aims to promote transparency, consistency, and fairness in caseload management.

1. Special Education Providers

Special Education Providers include but are not limited to:

- Resource Specialists
- Speech-Language Pathologists
- Early Childhood Special Education Teachers

2. Caseloads

Caseloads (students assigned) to Special Education Providers shall be assigned according to the law and in a manner that allows staff to effectively manage service delivery, meet IEP timelines, and maintain educational quality.

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Administrative Regulations

1. Resource Specialist Program (RSP) Caseloads

- Caseloads shall also be consistent with applicable collective bargaining agreements and any provisions established by the District's approved SELPA local plan.
- The maximum caseload for a full-time Resource Specialist shall not exceed 28 students or as otherwise stated in the law.
- The District may request approval from the SELPA for a temporary increase to 32 students per FTE RSP.
- RSP teachers may be supported by instructional aides, but shall remain directly responsible for instruction and IEP implementation.

2. Speech-Language Pathologists (SLPs) or Hearing Specialists

- SLP caseloads shall be consistent with the law.
    - SLPs serving only children ages 3 to 5, caseloads shall not exceed 40 students.
    - SLPs serving all other children shall not have a caseload that exceeds 55 students.
- Caseloads may be adjusted based on:
    - Severity of student needs;
    - Number of school sites served; and
    - Service delivery models (e.g., individual, group, or consultative)

3. Early Childhood Special Education (Preschool)

- For Preschool teachers serving children ages 3 to 5:
    - With no instructional aide, caseload shall not exceed 12 students.
    - With one instructional aide, caseload shall not exceed 16 students.
    - With two instructional aides, caseload shall not exceed 20 students.

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4. Caseload Monitoring and Adjustments

- Caseloads shall be reviewed at least annually by the Superintendent or designee.
- Staff or program leads may request caseload reviews or adjustments based on workload, student needs, or service gaps.
- SELPA collaboration is required for all caseload exceptions.

5. Data Collection and Compliance

- The District shall maintain accurate caseload data, including student assignments and service logs.
- Data shall be used to monitor workload equity and IEP compliance.
- Non-compliance with caseload caps must be reported and addressed through corrective action plans.

6. Caseload Waivers for Resource Specialists

- The District may request a waiver from the State Board of Education (SBE) to increase a Resource Specialist's caseload beyond 28, not to exceed 32 students, in accordance with the law.
- A waiver will only be requested if:
    - The affected RSP and their bargaining unit agree;
    - The waiver is based on extraordinary fiscal or programmatic needs; and
    - All IEP services will still be provided as written.
- Waivers are valid for up to two school years
- If the RSP's caseload exceeds 28 under a waiver, the District will assign an instructional aide to that specialist for at least five hours per day.

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Review of Special Education Assignments Policy 3-402e

Scope:

The District shall implement procedures for both the regular evaluation of special education programs and for allowing teachers to initiate a review of individual student placements when concerns arise.

Purpose

To ensure that the District fulfills its obligation under the law to maintain procedures for the ongoing review of special education programs and placements, and for correcting any identified problems.

This policy supports both systemwide program evaluation and individual teacher input regarding classroom assignments.

Evaluation

Evaluations shall occur to ensure all students receive services in the most appropriate setting and allow staff to help maintain high-quality and legally compliant programs.

SELPA Involvement

The District shall also collaborate with the SELPA while conducting and responding to reviews requested by teachers.

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Administrative Regulations

1. Program-Wide Evaluation and Monitoring

- All special education programs shall be reviewed at least annually to assess:
  - Legal compliance
  - IEP implementation fidelity
  - Service delivery effectiveness
  - Student outcomes
- Reviews shall include input from staff, administrators, families, and students where appropriate.

2. Monitoring Tools May Include:

- Classroom observations
- File and IEP audits
- Stakeholder surveys
- Self-assessment rubrics
- Analysis of service logs and outcomes data

3. Corrective Action Plans

When noncompliance or systemic deficiencies are found:

- **A Corrective Action Plan (CAP)** shall be developed, including:
  - Description of the problem
  - Steps to remedy the issue
  - Responsible parties
  - Timelines for completion
- Follow-up monitoring will ensure implementation.

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- Findings and resolutions shall be documented and reported to the SELPA and the Board as appropriate.

4. Teacher-Initiated Placement Review Process

Regular and special education teachers may request a District-level review of the classroom assignment of a student receiving special education services.

- **Procedures:**
  - The teacher submits a written request for review to their supervisor and/or the Special Education Director. The request must include:
    a. Student's name; and
    b. Specific concerns regarding placement
  - The designated administrator will initiate a review within 30 school days of receipt.
  - The review may involve consultations with related service providers (e.g., school psychologist, SLP, OT).
  - The District shall issue a written finding that includes:
    a. Whether current placement is appropriate;
    b. Whether an IEP team meeting should be convened to address concerns;
    c. Basis for the findings; and
    d. Recommended non-IEP changes (e.g., classroom setup or supports)
  - If referral to the IEP team is warranted, the District shall begin the process immediately.

Note: This policy does not change statutory timelines for requesting an IEP meeting or the requirements for teacher participation in IEPs under federal or state law.

5. Documentation and Reporting

- A summary of reviews and corrective actions shall be included in an annual report to the Board and shared with the SELPA.
- Records related to teacher-initiated placement reviews will be maintained in the student's file, with a copy provided to the requesting teacher upon conclusion.

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- Documentation of findings, corrective actions, and follow-ups shall be maintained for a minimum of five years.

6. Continuous Improvement

- Data collected through program monitoring shall inform professional development planning, staffing decisions, and budget development.
- The District shall engage in regular collaboration with the SELPA to identify shared needs, improve procedures, and develop regional resources.

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Procedural Safeguards
Policy 3-402f

Scope

The federal IDEA, California special education law, and their accompanying regulations, include "Procedural Safeguards" which protect the rights of the parents/guardians of students with disabilities, define various responsibilities of school districts, and provide a comprehensive system for resolving special education related disputes between parents and school districts.

Purpose

The intent of this policy is to ensure the District complies with the Procedural Safeguards required by law.

Parents of students with disabilities are entitled to notice regarding their rights and responsibilities under federal and state special education laws.

1. Definitions

- **"Parent" and/or Who is Entitled to the Procedural Safeguards**

  For purposes of this policy, "parent" refers to parents, legal guardians, and surrogate parents of students with disabilities from three (3) years of age through age twenty-one (21) and to students who have reached age eighteen (18), the age of majority in California

  Procedural Safeguards are available to all parents as defined herein.

- **"Notice of Procedural Safeguards"**

  The "Notice of Procedural Safeguards" refers to a specific document the District shall provide to parents of students with disabilities. The document describes in detail each of the procedural safeguards, and how a parent may exercise their rights and responsibilities under the law. The California Department of Education ("CDE") maintains information on Procedural Safeguards and provides guidance on the development of the Notice of Procedural Safeguards used by school districts.

  The District shall develop, and update as needed, a Notice of Procedural Safeguards which shall be used throughout the District and placed on the District's website.

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2. Notice of Procedural Safeguards

- **When a "Notice of Procedural Safeguards" Must be Provided to Parents**

  At each IEP meeting convened by the District, the District shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights.

  In addition, the Notice of Procedural Safeguards shall be provided to parents at all of the following times:

  1. When a parent requests a copy;
  2. When a student is referred for an initial special education assessment;
  3. Whenever the District provides a parent with an assessment plan;
  4. Upon receipt of a parent's first state level or due process complaint in a school year; and
  5. When the District makes a decision to remove a student and that removal would legally constitute a change of placement

- **District Staff Shall Follow Procedural Safeguards**

  The District shall ensure that District staff members adhere to the Procedural Safeguards for students with disabilities as set forth in state and federal law and regulations, the policies of the District, and the SELPA special education local plan area.

  District staff requiring additional guidance and information on Procedural Safeguards shall, as needed, refer to one or more of the following:

  1. The specific statute(s) or regulations(s) governing the procedural safeguards referenced herein.
  2. The District's Notice of Procedural Safeguards or any related information developed and updated by CDE.
  3. The District's Special Education Director, and/or the case manager or program specialist for the student.

In addition to the Notice of Procedural Safeguards, the District shall ensure that Parents receive all procedural safeguards that are required by law.

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Administrative Regulations

1. List of Procedural Safeguards

This section lists each of the Procedural Safeguards including a summary of the parents' rights and responsibilities in each area.

Prior Written Notice

Prior Written Notice is a notice which must be sent to the parent of a student with a disability whenever the District:

- Proposes to initiate a change in the identification, assessment, or educational placement of the student or the provision of a free appropriate public education ("FAPE") to that student; or
- Refuses to initiate a change in the identification, assessment, or educational placement of the student or the provision of FAPE to that student.

In order to meet the legal requirements, the Prior Written Notice must be given within a reasonable amount of time before the District's proposal or refusal, and must contain the following information:

- A description of the actions proposed or refused by the District;
- An explanation of why the action was proposed or refused;
- A description of each assessment procedure, record, or report the District used as a basis for the action proposed or refused;
- A statement that parents of a child with a disability have protection under the procedural safeguards;
- Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- A description of other options that the District's and/or the District's IEP team considered and the reasons those options were rejected; and
- A description of any other factors relevant to the action proposed or refused.

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Parental Consent

The District is required to obtain the consent of the parent prior to taking certain actions with regard to a student with disabilities. Parental Consent requirements are as follows:

- **Initial Referral for Special Education**
    - A parent has the right to refer their child to the District for special education. The District cannot perform an initial assessment for special education until it receives written parental consent for the assessment, except as identified below.
- **Initial IEP - Initiation of Services**
    - If the District finds a student eligible for special education, it may not initiate services until the parent provides informed written consent to the special education and related services set forth in their child's initial IEP, except as identified below.
- **Procedures When a Parent Withholds or Fails to Provide Consent**
    - Initial Assessment: If a parent does not provide consent for an initial assessment or fails to respond to a request to provide the consent, the District may elect to pursue the initial assessment by utilizing due process procedures.
    - Initiation of Services: If a parent refuses to consent to the initiation of services, the District shall not provide special education and related services and shall not seek to provide services through due process procedures. The District shall provide prior written notice as required by law.
    - Partial Consent: If a parent consents in writing to the special education and related services for a student but does not consent to all of the components of the IEP, the District shall, without delay, implement the components for which the parent provided consent. Also, if the District determines that the program components which the parent consented to will not be sufficient to provide the student with FAPE, the District must initiate a due process hearing
    - Reevaluations: If a parent refuses to consent to a request to reevaluate a student, the District must document its reasonable measures to obtain consent. If a parent fails to respond to the District's efforts, the District may proceed with the reevaluation without the parent's consent.

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- **Procedures When a Parent Revokes Consent**

    - If a parent of a student who has already provided consent for special education states in writing that they wish to revoke consent for the continued provision of special education the District:

        a. May not continue to provide special education and related services to the student, but must provide prior written notice as described above, prior to ceasing all services

        b. May not request a due process hearing or mediation in order to obtain an agreement or a ruling that the services may be provided to the student

        c. Will not be considered to be in violation of the requirement to make a free appropriate public education ("FAPE") available to the student because of the failure to provide the student with further special education and related services; and

        d. Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services

Note: These procedures only apply when a parent is opting out of special education in its entirety. They do not apply when a parent is either: (a) refusing to sign an IEP because they do not agree with the District's offer of FAPE; or (b) revoking consent for some, but not all of, the student's current program.

Note: When a parent revokes consent, the District is not required to amend the student's records by removing any references to special education.

2. Independent Educational Evaluation

If a parent disagrees with the results of an assessment by the District, they may request that the District pay for an Independent Educational Evaluation ("IEE") as provided for under IDEA and state law. The District must respond to the request by either:

- Agreeing to the IEE and providing information on how to obtain the IEE; or
- If the District believes its assessment was appropriate and disagrees that an IEE is needed, the District may request a due process hearing to show its assessments were appropriate.

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3. Access to Educational Records

The District shall ensure that parents are granted the right to inspect and review all of their child's educational records without unnecessary delay, and that requested copies are provided within five (5) business days of the request. Parent access to records shall comply with applicable law and the District policy.

4. Due Process Hearings

Parents have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of their child or the provision of FAPE to that child.

- **Two –Year Period for Filing Complaints**
    - The request for a due process hearing must be filed within (2) two years from the date the parent knew or should have known about the alleged action that forms the basis of the due process complaint.
- **Process for Filing Complaints**
    - All due process complaints must be in writing, and a copy must be provided to the other party at the time the complaint is filed. A due process complaint is only sufficient if it contains specific and detailed information regarding the nature of the problem as required by law.
- **Resolution Session**
    - When a parent files a due process complaint against the District, the District is granted the opportunity to resolve the dispute by convening a "Resolution Session" within 15 days of the date it received notice of the complaint. A Resolution Session is a meeting between the parents and designated District members of the IEP team who are familiar with the information in the complaint. The District and parent(s) may agree in writing to waive the Resolution Session. The District has 30 days to resolve the dispute by entering a legally binding agreement or the matter will proceed.
- **Due Process Rights**
    - Due process rights are the rights provided to the parents of students with disabilities whenever a due process complaint is filed by the parent or the District. The due

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process rights that follow are granted to the parents though many are also granted to the District or any other party to a due process case:

- Parents have the right to:

  a. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings;

  b. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities;

  c. Present evidence, written arguments, and oral arguments;

  d. Confront, cross-examine, and require witnesses to be present;

  e. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions;

  f. Have the child present at the hearing;

  g. Have the hearing be open or closed to the public;

  h. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing;

  i. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing;

  j. Have an interpreter provided;

  k. Request an extension of the hearing timeline;

  l. Have a mediation conference at any point during the due process hearing; and

  m. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney.

- **Placement During Due Process Proceedings - "Stay-Put"**

  - When a due process complaint or civil complaint in superior court has been filed regarding the provision of FAPE to a student, the student shall remain in his/her

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current educational placement unless the parent and the District agree to an alternative placement. This requirement is commonly referred to as "stay-put."

- **Appeals**
  - A due process hearing decision is final and binding on both the parent and the District. Either the parent or the District may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final hearing decision.
- **Attorneys' Fees**
  - A parent who is a prevailing party in a due process hearing may be awarded some or all of their attorneys' fees and costs. Fee awards may be reduced based on various factors.

5. Mediation and Alternative Dispute Resolution

- A request for mediation may be made either before or after either the parent or District has requested a due process hearing. In addition, either party may request that any disputes or concerns be resolved through alternative dispute resolution ("ADR") provided by the SELPA or County.
- "Prehearing mediation" refers to mediation that is requested prior to the filing of a due process complaint. Requests for prehearing mediation are filed with the State Superintendent, Office of Administrative Hearings ("OAH"), and are subject to specific legal requirements. After a due process hearing is filed, the parties are also given the opportunity to participate in mediation.

6. Children Attending Private Schools

- The District shall ensure that it complies with all legally mandated procedures regarding children placed in private schools by their parents. The term "parentally placed private school students" refers to students placed in private schools by their parents without the consent of or referral by the District. While the District is responsible for making FAPE available to these students, it does not have to provide special education while they are parentally placed in a private school.
- A parent may reject the District's offer of FAPE and then seek reimbursement for a private school placement. However, the parent's request for reimbursement may be denied where the parent has not given proper notice to the District regarding their rejection of the District's placement offer. A parent's failure to provide notice may not result in a denial of their claim where the District failed to provide the parent with

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Notice of Procedural Safeguards, where notice would result in harm to the student, and other statutory grounds.

7. State Complaint Procedures

Parents may file a state compliance complaint against the District when they believe that the District has violated federal or state special education laws or regulation. There are legal requirements that must be met, covering the content and filing of these complaints.

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Homeless Children & Youth
Policy 3-403

Scope:

The District desires to ensure that homeless children and youth have equal access to the same free, appropriate public education provided to other students in the District.

All homeless children and youth shall have access to educational programs and services. Barriers to enrollment, attendance, and academic success should be eliminated in accordance with the law.

Purpose

Every homeless child or youth must have equal access to the same free, appropriate, public education as provided to other children and youths.

1. Definition

For purposes of this policy, homeless children and youth include children and youth who lack a fixed, regular, and adequate nighttime residence, as defined by applicable law.

2. Identification

The Superintendent or designee shall identify homeless children and youth enrolled in District schools and shall ensure that such students are afforded all rights and services provided by law. In order to identify district students who are homeless children and youth, the District may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the District liaison's contact information on the District and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

When there are at least 15 homeless children and youth in the District or a District school, the District's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students.

3. School Stability

To the extent required by law, homeless students shall be permitted to remain in their school of origin or attend any school available to other students residing in the attendance area in which the student is actually living.

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School placement decisions shall be made in accordance with the student's best interests and applicable legal requirements.

4. Immediate Enrollment

The District shall immediately enroll homeless children and youth, even if the student is unable to produce records normally required for enrollment, including records related to:

- Academic history;
- Residency;
- Immunizations;
- Birth certificates;
- Guardianship; or
- Other documentation typically required for enrollment.

The District shall assist in obtaining missing records and shall not delay enrollment pending receipt of such records.

5. Equal Access

Homeless students shall have access to the same educational opportunities, programs, and services available to other students, including:

- Special education services;
- English learner programs;
- Preschool programs, when eligible;
- Career technical education;
- Gifted and talented programs;
- Extracurricular activities;
- Nutrition programs; and
- Before- and after-school programs.

6. Transportation

The District shall provide transportation assistance to homeless students as required by law.

7. Liaison for Homeless Children and Youth

The Superintendent or designee shall designate an appropriate staff person as liaison for homeless children and youth.

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The liaison shall carry out duties required by law, including:

- Identifying homeless children and youth;
- Ensuring immediate enrollment and school access;
- Assisting families and unaccompanied youth in obtaining educational services;
- Informing parents, guardians, and unaccompanied youth of educational rights and available services;
- Assisting in the resolution of enrollment and school selection disputes; and
- Coordinating with community agencies and service providers.

8. Unaccompanied Youth

The District shall ensure that unaccompanied youth are informed of their educational rights and receive assistance in accessing educational programs and services.

9. Dispute Resolution

Any dispute regarding eligibility, enrollment, school selection, or transportation shall be handled in accordance with applicable state and federal dispute resolution procedures.

10. Nondiscrimination

Homeless children and youth shall not be segregated, stigmatized, or discriminated against based on their housing status.

11. Public Notice

The Superintendent or designee shall ensure that notice of the educational rights of homeless children and youth is provided as required by law.

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Administrative Regulations

1. Definitions

Homeless students includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in the three conditions described above.

Unaccompanied Youth includes a homeless child or youth who are not in the physical custody of a parent or guardian.

School of Origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled or connected to, the District liaison for homeless students shall determine in conjunction with the homeless student and the person holding the right to make educational decisions for the student what school of origin is in the best interests of the homeless student.

Best Interest means that consideration is given to various factors, including educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students.

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2. Removal of Barriers

The District will strive to remove barriers to identification and enrollment of homeless children and youth.

- The District will identify various professionals that have experience in homeless youth issues in order to:
    - Identify policies and practices that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths and provide methods to address these barriers.
    - Present such policies and practices to the District to be considered for implementation or dissemination as appropriate.
    - Provide training to school personnel, including, but not limited to, principals, attendance officers, teachers, enrollment personnel, and student services, to heighten the awareness of the specific needs of homeless youth.
- The District will ensure that the parents or guardians of homeless children or youth are provided with information regarding the educational services available to these children in a manner and form understandable to such parent or guardian, including, to the extent feasible, in the native language of the parent or guardian.
- The District has the discretion to provide services to homeless children or youth, which include, but are not limited to:
    - Tutoring, supplemental instruction, school supplies or enriched educational services.
    - Education and training to the parents of homeless children and youth regarding the rights of, and resources available to, such children and youths.
    - The provision of student services, including, but not limited to, counseling, or referrals for such services.
    - Activities to address the particular needs of homeless children and youths.
    - Any other service the District deems appropriate and beneficial to homeless children and youth.

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4. Coursework and Credits

When a homeless student transfers into the District, full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency shall be accepted. A homeless student shall not be required to retake a course.

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school as required by law. The District may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the District finds that the student is reasonably able to complete the requirements in time to graduate from high school.

In no event shall the District prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

5. Graduation Requirements [NOTE – these exemptions only apply to a District serving grades 9 through 12.]

The District will exempt a homeless student who transfers between schools any time after the completion of the student's second year of high school, from all coursework or other requirements adopted by the District that are in addition to the statewide coursework requirements.

If the District determines that the homeless student is reasonably able to complete the District's graduation requirements within the student's fifth year of high school, the District will:

- Inform the student of his or her option to remain in school for a fifth year to complete the District's graduation requirements.
- Inform the student about how remaining in school for a fifth year to complete the District's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- Provide information to the student about transfer opportunities available through the California Community Colleges.

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- Permit the student to stay in school for a fifth year to complete the District's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the student.

The District will notify the student, the student's parent or guardian, and the Educational Liaison, of the availability of the exemption and whether the student qualifies for the exemption, within 30 calendar days of the date the student transfers to the school.

12. Discipline Policy

Homeless children and youth are equally subject to the District's discipline policies and procedures with the following addition: written notice of an expulsion hearing shall also be provided to the District's Educational Liaison for homeless children and youth at least ten (10) calendar days before the hearing.

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Technology Use
Policy 3-500

Scope:

Technology resources are available to enhance learning, support educational goals, improve communication, and facilitate efficient district operations. All staff, students, Board Members or any other authorized user must use technology resources in a safe, responsible, ethical, and lawful manner consistent with the educational mission of the District.

Purpose

The Governing Board is committed to ensuring that technology is used safely, ethically, and effectively to support learning and District operations.

The use of District technology must also protect students, staff, and District data as required by law.

1. Technology Resources

District technology resource includes, but is not limited to, computers, the District's computer network including servers and wireless computer networking technology (wi-fi), the Internet, electronic communications (including email), USB drives, wireless access points (routers), tablet computers, cellular telephones (including smartphones, smart devices, or, personal digital assistants), pagers, or any other wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Supplemental instructional materials may also include relevant technology that further engages interactive learning in the classroom and beyond.

2. Authorized Use

District technology shall be used to support educational programs, school activities, professional responsibilities, and District operations. Including, educational, instructional, research, communication and administrative activities that directly support District programs and goals.

All users shall comply with applicable laws, Board policies, regulations, user agreements, and any other District security requirements. Access is a privilege, not a right, and may be

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suspended or revoked for misuse, or refusal to agree to the applicable technology use agreement.

Electronic communications (including email) using District technology resources shall be conducted in a professional, respectful, and lawful manner. Employees shall maintain appropriate professional boundaries in electronic communications with students and shall comply with all District policies governing employee conduct and interactions with students.

3. Prohibited Uses

Users shall not:

- Access, create, or distribute material that is obscene, discriminatory, harassing, or illegal.
- Use District systems for personal profit, political campaigning, or non-District business.
- Circumvent network security or install unapproved software or hardware.
- Share passwords, impersonate another user, or attempt to access restricted data.
- Upload, post, or transmit personally identifiable student or staff information to unapproved platforms.
- Violate copyright, intellectual property, or licensing agreements. Users shall respect the legal ownership of software, digital content, and media, including restrictions on reproduction, distribution, and installation of copyrighted material.
- Disrupt District operations or network performance.
- Introduce any malicious software.

4. Technology Privacy and Security

The District shall maintain technology protection measures and internet safety procedures consistent with applicable federal and state law.

The Superintendent or designee shall implement safeguards designed to protect students from access to material that is obscene, constitutes child pornography, or is harmful to minors and shall promote safe and responsible online behavior.

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- Privacy and Monitoring

  Electronic communications, files, and records created or stored on District technology are District property. To the extent permitted by law, the District reserves the right to monitor, access, review, inspect, copy, store, disclose, and delete communications, files, data, and usage associated with District technology resources in order to:

  - Maintain system integrity;
  - Protect student and employee safety;
  - Investigate misconduct;
  - Protect confidential information;
  - Comply with legal obligations; and
  - Ensure proper use of District technology or other related resources.

  Users should not expect privacy in information created, transmitted, received, or stored using District technology resources except as otherwise provided by law.

- Protection of Confidential Information

  All users must protect confidential information and comply with the Family Educational Rights and Privacy Act (FERPA), the Student Online Personal Information Protection Act (SOPIPA), and the California Consumer Privacy Act (CCPA).

- Cybersecurity

  All users share responsibility for protecting District technology resources and data.

  Users shall comply with cybersecurity requirements established by the District, including requirements related to passwords, account security, authentication procedures, data protection, and reporting of suspected security incidents.

5. Digital Citizenship and Education

The District shall promote responsible digital citizenship and appropriate use of technology resources. Student shall receive age-appropriate instruction regarding online safety, cybersecurity awareness, protection of personal information, prevention of cyberbullying, and responsible use of digital resources.

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Staff shall model positive digital behavior and guide students in understanding online ethics and safety.

6. Personal Devices

Only those personal devices authorized by the District for use on District property are permitted. The District assumes no responsibility for loss, theft, damage, maintenance, or security of personally owned devices except as required by law.

7. Emerging Technologies

"Emerging Technologies" include new or evolving digital tools—such as Artificial Intelligence (AI), virtual or augmented reality (VR/AR), Internet-of-Things (IoT) devices, robotics, data analytics, and future technologies not yet defined—that have potential educational or administrative applications.

Oversight and Approval

- All Emerging Technology must be reviewed and approved by the Superintendent or designee before use.
- Approval shall include evaluation of educational value, accessibility, data-privacy compliance, and potential bias.

Ethical Use and Human Oversight

- Emerging Technologies must support, not replace, professional judgment or instructional decision-making.
- Any system using personal data must include clear notice, opt-out rights, and human review for decisions affecting students or staff.
- The District shall monitor state and federal guidance on Artificial Intelligence and related tools and revise this policy as laws evolve.

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Administrative Regulations

District technology resources include District-owned or District-authorized computers, networks, servers, internet access, email systems, cloud-based services, software applications, mobile devices, telecommunications systems, digital instructional resources, and other electronic resources.

The District shall review technology practices periodically and update procedures as necessary to address evolving technologies, cybersecurity risks, educational needs, and legal requirements.

1. User Agreements

All authorized users shall sign or electronically acknowledge the applicable District Technology Use Agreement, which includes:

- Students;
- Employees/Staff;
- Governing Board Members;
- Contractors and Consultants;
- Volunteers; and
- Other individuals as authorized by the District.

For students under 18, a parent or guardian must also sign. Internet access may be restricted until acknowledgment is received.

2. Network Access and Security

- The Technology Department shall maintain security measures and content filtering required under the **Children's Internet Protection Act (CIPA)**.
- Users shall immediately report suspected breaches, data loss, or misuse to a site administrator or the Technology Department.

3. Device Management

- District-issued devices are to be used for educational and work purposes only.
- Users are responsible for reasonable care and must return devices upon request. Intentional damage or neglect may result in financial liability or disciplinary action.

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4. Student Use of Technology

Students shall use District technology resources only for educational purposes and authorized school activities.

Students shall:

- Follow teacher and staff directions;
- Use only authorized accounts;
- Respect intellectual property rights;
- Protect personal information;
- Immediately report inappropriate content or security concerns.

The District may restrict or revoke student technology access when misuse occurs.

5. Student Data Privacy

The District shall implement reasonable administrative, technical, and physical safeguards to protect student information.

Employees shall:

- Access student records only for legitimate educational purposes;
- Protect personally identifiable information; and
- Report suspected data breaches immediately.

Technology vendors shall be required to comply with applicable student privacy laws and contractual requirements

6. Personal Technology Devices

The Superintendent or designee may authorize students and employees to use personally owned devices on District property or District networks.

Users of personal devices shall:

- Comply with District security requirements;
- Use approved network access methods;
- Permit installation of required security configurations when authorized by law; and

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- Refrain from using personal devices in a manner that disrupts educational activities.

7. Records Retention

Electronic communications and digital records may constitute public records or education records and shall be retained, disclosed, or destroyed in accordance with applicable law and District record-retention requirements.

8. Violations

Violations of this regulation may result in:

- Suspension or revocation of technology privileges;
- Student discipline;
- Employee discipline;
- Restitution;
- Referral to law enforcement; and
- Other remedies authorized by law.

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Acknowledgment of Acceptable Use Agreement

I have read and understand the District's **Acceptable Use of Technology Policy 3-500**. I understand that access to District technology resources is a privilege that may be revoked if I fail to comply with District rules. Misuse of technology resources may result in disciplinary or legal action.

Student Name (Print) _____

Student Signature _____ Date _____

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____ Date _____

(For employees and other users, signature indicates acknowledgment of professional obligations under this policy.)

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Social Media
Policy 3-501

Scope

The Governing Board recognizes that Social Media platforms are used by the District to communicate with students, families, staff, and the community. All use must comply with applicable laws and be aligned with the District's mission and goals.

This policy and related regulations apply to:

- Official District Social Media accounts,
- employee use of Social Media in an official capacity; and
- employee conduct on Social Media when it impacts District operations.

Purpose

The District seeks to ensure that its use of Social Media technology enhances the professional and academic mission and goals of the District.

Social Media technology, used appropriately, can provide significant educational and professional benefits to students, staff and District Community. It can be used to enhance education, communication, and learning.

1. Definitions

Social Media means any digital platform enabling users to create, share, or interact with content (e.g., Facebook, Instagram, X, TikTok, etc.).

Official District Account means any account created, maintained, or authorized by the District for communication with the public, also referred to as District-Related Account.

Personal Account means an account not owned or controlled by the District.

2. Authorization to Use Official District Account

Employees must receive authorization from the Superintendent or designee before using any District-Related Account as follows:

- Employees shall make a written request. The request will specify each Social Media platform(s) and the job-related objectives for using each platform(s);

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- After reviewing the request, the Superintendent or designee shall provide one of the following responses in writing (email permissible):
    - Authorize the request as proposed;
    - Reject the request in its entirety;
    - Request additional information from the employee making the request; or
    - Authorize more limited use than what was requested by the employee.
- If a request is approved by the Superintendent or designee, all account set-up must be reviewed and approved to ensure that appropriate privacy and security features are in place before the account is open to others to view; and
- The employee's use of District-related Social Media is limited to those areas specifically authorized by the Superintendent or designee, by the terms of this policy, by privacy laws, and other laws and policies governing employment with the District.

3. District Oversight

The District shall:

- Maintain control and oversight of all Official District Social Media accounts.
- Ensure that content posted on District accounts complies with all applicable laws, including laws governing:
    - student privacy and confidentiality (including FERPA);
    - nondiscrimination;
    - copyright and intellectual property; and
    - public records retention.
- Prohibit the disclosure of confidential or student-identifiable information on Social Media platforms.
- Ensure that official communications through Social Media are consistent with Board policies, administrative regulations, and District messaging.
- Establish guidelines governing employee use of Social Media when acting in an official capacity.

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4. Social Media Use & Content

A. Use of Official District Accounts

- Accounts shall be created and managed only with authorization from the Superintendent or designee.
- Content shall be accurate, professional, and consistent with District policies.
- The District may enable, limit, close, or disable comments on any official District social media platform at any time, for any lawful operational reason, including but not limited to staffing, safety, records-management, or compliance concerns. The availability of commenting on one post, page, or platform does not create any continuing right to comment on any other post, page, or platform.
- All moderation, including the removal or disabling of comments, shall be applied consistently and without viewpoint discrimination.

B. Public Interaction & Moderation

- The District may moderate comments on its Social Media platforms to remove content that is:
  - unlawful;
  - threatening,
  - discriminatory,
  - or inconsistent with District guidelines, provided that moderation is viewpoint-neutral and complies with applicable law.

C. Student Privacy & Confidentiality

- The District shall not post student information or images without required consent where applicable.
- Staff shall comply with all confidentiality and privacy laws when using Social Media.

D. Employee Conduct

- Employees using Social Media in their official capacity shall adhere to District policies and professional standards.
- Employees' personal use of Social Media shall not interfere with their duties or disrupt District operations.

E. Records Retention

- Social Media content and communications may constitute public records and shall be retained in accordance with applicable law and District retention policies.

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Administrative Regulations

All District-related Social Media sites should clearly indicate that they are related to the District. Sites should identify the District, school, department, or personnel, as applicable. Approved District-related Social Media may utilize a school or District logo or seal.

And, while Staff's personal use of Social Media is not directly related to the District, it may have an impact on District business and staff's work at the District. As such, Staff's personal use of Social Media may be addressed by the District in accordance with law.

1. Staff Expectations

- Employees using Social Media in their official capacity shall adhere to District policies and professional standards.
- Employees' personal use of Social Media shall not interfere with their duties or disrupt District operations.

A. Separate District-Related and Personal E-Mail Accounts

Employees shall maintain separate District-related and personal email accounts. Personal e-mail addresses should not be used on District-related sites. District email addresses should not be used on personal Social Media.

B. Student Communication

Any District employee who communicates with students on District-related Social Media should ensure each of the following:

- Communication should be an extension of the classroom and designed to address reasonable instructional, educational or extra-curricular program matters;

- Communication should be respectful, professional and comparable to communication in the classroom or work environment;

- All employees shall use privacy settings to protect student and employee records in a manner that complies with the law;

- Employees shall never post personally identifiable student information, including student photographs, without written authorization from the students' parents; and

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C. Employee Personal Social Media Use

Whether an employee chooses to participate in personal Social Media technology is not a matter of concern for the District.

However, employees are reminded that they are a District employee and are expected to observe the following guidelines:

1. Communication with Students

In order to maintain professional relationships, District employees should not communicate with District students using personal Social Media (e.g., "following", "friending", posting, commenting, etc.).

2. Communication with Parents/Guardians or Members of the Public

Employees should not use personal Social Media to communicate with parents/guardians of District students or members of the public on subjects related to their employment with the District. Any information related to a specific student should never be communicated on any Social Media but only through the District's email system, by phone, or any other method that protects the student's and/or family's privacy.

3. Respect Other Users and the Safety of Students

It is never acceptable for an employee to post rude or offensive comments about students, coworkers, or the District in general. Employees should respect the privacy and feelings of those they are communicating with on Social Media and should strive, at all times, to be courteous and respectful.

4. Employee Rules of Conduct May Apply to Social Media Use

The District's Social Media policy does not replace or supplant the policies, laws, and agreements which govern the conduct of employees of the District. Policies, regulations and laws that cover District employees' conduct may also be applicable in the Social Media environment.

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Smartphone Use
Policy 3-502

Scope:

The District recognizes the importance of creating a positive learning environment that is free from distractions, including those that may arise from the use of smartphones. The District also recognizes that excessive student use of smartphones during the school day can negatively impact student learning, safety, and well-being.

This policy applies during the school day, including while on campus and during school-supervised activities.

Purpose

The purpose of this policy is to establish clear, consistent rules governing student possession and use of smartphones while at school or under the supervision and control of District employees, in accordance with applicable law.

1. Definitions

Smartphone/Cell Phone means any personal mobile device capable of communication, internet access, messaging, or recording audio or visual content.

School Day means the period during which a student is on school grounds or under the supervision and control of District employees.

Instructional Time means the portion of the school day during which students are engaged in educational activities, lessons, or instructional programs under the immediate supervision and control of a certificated employee of the District. Instructional time does not mean recess or unstructured breaks or periods when students are not under supervision and actively engaged in educational activities.

2. General Rule

- Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee. Mobile communication devices shall be turned off during instructional time and stored in their backpack.

- The District may limit student use of smartphones during the school day, as necessary to ensure student safety and well-being. In establishing and/or revising smartphone policies and regulations, the District shall provide for significant stakeholder input (including students, parents/guardians, and staff). This Policy shall be reviewed and

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updated at least every five (5) years.

- The District shall ensure that implementation of this policy is consistent, nondiscriminatory, and respectful of student rights, including privacy and disability accommodation requirements.

- The District may limit or prohibit smartphone use:
  - During instructional time,
  - During the school day (including passing periods and lunch),
  - At school-sponsored activities, as determined appropriate by the Superintendent or designee.

3. Required Exceptions

In accordance with law, a student shall not be prohibited from possessing or using a smartphone in any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission, subject to reasonable limitations.
- When necessary for the student's health or well-being, as determined by a licensed medical professional.
- When required by the student's Individualized Education Program (IEP) or Section 504 plan.

4. Student Conduct and Discipline

Failure to comply with District rules governing smartphone use may constitute a violation of District discipline policies.

Any discipline imposed for violations shall be:
- Progressive,
- Consistent, and
- Proportionate to the conduct involved.

5. Privacy and Data Protection

Nothing in this policy shall be interpreted to authorize the District to access, monitor, or collect data from a student's smartphone except as permitted by law.

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6. Administrative Discretion

Site administrators and classroom teachers may impose additional limitations or permissions based on school needs, grade levels, or classroom management considerations.

7. Enforcement and Discipline

Students who violate this policy may be subject to consequences, including:

- Confiscation of the device
- Loss of phone privileges
- Additional disciplinary actions consistent with the District's student discipline policy

8. Communication with Parents/Guardians

Each school shall clearly communicate its smartphone rules to families at the beginning of each school year and upon a student's enrollment.

9. Emergencies

In emergency situations, students may use smartphones to communicate with families or emergency services as needed.

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Administrative Regulations

1. General Rules

The District shall provide training to staff on policy enforcement and student rights.

The District may restrict student use of smartphones during the school day as follows:

- Smartphones shall be turned off or set to silent mode during instructional time.
- Smartphones shall be kept out of sight unless expressly permitted during instructional time.
- Additional restrictions may apply during non-instructional time as determined by the site administrator.

Students may only use smartphones under the following circumstances, unless otherwise stated in School-Level Rules:

- Before the start of the school day and after dismissal (unless otherwise restricted).
- When specifically authorized by a teacher or administrator for the following reasons:
    - Instructional purposes;
    - For emergency or safety situations; and/or
    - Other appropriate educational or operational reasons.
- In accordance with the required statutory exceptions set forth in Board Policy.

2. School-Level Rules

Each site shall develop clear and age-appropriate rules for smartphone during the school day, including during instructional and non-instructional time (e.g. in classrooms, hallways, lunch, recess, passing periods, etc.)

Each school shall clearly communicate its smartphone rules at the beginning of each school year and upon a student's enrollment at the school.

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3. Storage Requirements

When student use of smartphones is restricted, students shall store smartphones in a manner that minimizes disruption, including:

- In backpacks, lockers, or other designated areas in the School-Level Rules; or
- In classroom storage systems when required by staff.

4. Enforcement and Confiscation

- District staff shall enforce this regulation consistently, in a non-discriminatory manner. Enforcement may include progressive interventions such as:
    - Verbal reminder
    - Temporary confiscation during class
    - Parent/guardian notification
    - Administrative referral

Repeated violations may result in additional consequences consistent with District discipline policies.

- If a smartphone is confiscated:
    - It shall be returned to the student at the end of the class period or school day, unless otherwise required.
    - Repeated violations may require parent/guardian retrieval.

District staff shall not access the contents of a student's device unless authorized by law.

5. Exception & Support Considerations

Students seeking to use a smartphone under an exception (medical or IEP/504):

- Shall comply with documentation requirements established by the District, where appropriate; and
- Shall use the device only for the approved purpose.

Staff shall honor all IEP and Section 504 accommodations regarding device use.

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6. Equity

Site administrators shall work with special education and support teams to ensure enforcement does not disproportionately impact students with disabilities or other protected statuses.

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Artificial Intelligence Acceptable Use
Policy 3-504

Scope:

The District may authorize the use of artificial intelligence technologies (AI) to support instruction, learning, communication, and District operations.

The Superintendent or designee shall establish procedures governing the approval and use of artificial intelligence tools, including requirements related to privacy, security, academic integrity, accessibility, human oversight, and compliance with applicable law. Employees and students shall not use artificial intelligence technologies in a manner that compromises confidential information, violates District policy, or infringes upon the rights of others.

Purpose

The Governing Board recognizes the emerging role of Artificial Intelligence (AI) technologies in modern education. As AI becomes increasingly integrated into teaching, learning, and school operations, the Board affirms the importance of ensuring that such technologies are used responsibly, ethically, and in ways that enhance the educational environment while protecting student privacy and maintaining academic integrity.

Implementation

AI shall be implemented in a manner that supports instructional excellence, improves operational efficiency, and aligns with the District's mission and core values. The use of AI tools must comply with applicable laws, including the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), Student Online Personal Information Protection Act (SOPIPA) and the California Consumer Privacy Act (CCPA).

AI technologies will be used to support—but not replace—human instruction and judgment. Students shall be taught how to use AI tools responsibly and ethically. AI-generated content may not be submitted as a substitute for student work unless specifically permitted by the teacher or school staff. Any misuse of AI tools that facilitates academic dishonesty or breaches student privacy is strictly prohibited.

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Administrative Regulations

1. Definitions

Artificial Intelligence (AI) refers to systems or technologies that simulate human cognition, including language generation, pattern recognition, decision-making, or adaptive learning.

Generative AI tools include platforms such as ChatGPT, Gemini or DALL·E that produce text, images, or code.

AI Generated Content means any text, images, audio, video, code, or other material that is created, produced, or substantially modified by an artificial intelligence system, with or without human input.

AI Tools refers to any software or applications using such technologies for educational or administrative purposes.

2. Ethical Guidelines for AI Use

- All use of AI technologies within the District shall be guided by the principles of fairness, accountability, transparency, and respect for individual rights. AI tools must be deployed in ways that promote equity, foster trust, and ensure that decisions are explainable and subject to human oversight. The District recognizes that AI systems may reflect the biases of the data on which they are trained. Therefore, staff must evaluate AI tools for potential discriminatory impacts, especially with respect to race, gender, disability, language status, or socioeconomic background.
- AI tools shall be evaluated for compliance with federal and state disability laws, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
- Transparency is essential. Students, parents, and staff must be clearly informed when AI is being used in instructional or administrative contexts, especially when personal data may be involved. Accountability shall rest with district staff, not the technology itself. No AI system may be considered infallible or allowed to operate without appropriate supervision. Ethical implementation also includes a commitment to continuous improvement—monitoring outcomes, gathering feedback, and adapting practices to align with evolving standards and community values.

3. Approval and Selection of AI Tools

- All AI tools intended for use in the District must be reviewed and approved by the Superintendent or designee. Approval shall be based on an assessment of educational value, data privacy compliance, accessibility, alignment with district instructional

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goals, and integration with existing student information systems (SIS) and learning management systems (LMS) platforms. Any tool that collects student data must have a clear data privacy agreement in place and comply with state and federal laws.

4. Responsibilities

- Staff shall receive training on the appropriate and ethical use of AI and shall monitor AI use across the District for compliance with policy and law.
- Teachers are expected to integrate AI tools into instruction with transparency and care, ensuring that student use of AI promotes learning rather than replacing it. Teachers must explicitly communicate when and how AI use is permitted in assignments. Students must use AI responsibly and are expected to maintain academic integrity when accessing or interacting with AI applications.
- Parents and guardians are encouraged to stay informed about AI tools used in the classroom and may contact school administrators with any questions or concerns. Upon request, the District will provide information about how AI tools function and the data they process.

5. Notice, Training and Support

- The District shall provide notice to students and parents regarding the use of AI tools that process personal data, including the purpose of such tools and the type of data collected.
- The District shall provide regular training for all staff on AI tools approved for classroom or administrative use. Students will receive age-appropriate instruction on the ethical and responsible use of AI technologies, including awareness of potential risks such as misinformation, bias, and data misuse.
- Workshops or communication materials may also be provided to parents to inform them about the AI tools their children may use at school.

6. Privacy and Security

- AI tools shall not collect or use personally identifiable student data unless explicitly approved and governed by a written data privacy agreement. No AI tool shall be deployed that stores student interactions without a clear educational purpose and parent notification. The District shall not allow the use of AI tools that mine or monetize student data.
- All AI tools that collect or process student or staff data shall be governed by a written contract or data privacy agreement that limits the vendor's use of such data to educational purposes and prohibits unauthorized disclosure or commercialization.

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7. Public Records

AI-generated content created or used in the course of District business may constitute a public record and shall be retained and disclosed in accordance with applicable public records laws.

8. Acceptable Uses of Approved AI

All acceptable uses of AI must be aligned with the curriculum and approved by the Superintendent or designee. No AI tool may be used in isolation to make decisions with significant academic, behavioral, or disciplinary consequences.

- Use of AI shall be consistent with District policies governing student technology use, electronic devices, and acceptable use.
- AI may be used in the District to enhance instruction, support individual learning needs, streamline administrative operations, and improve overall educational outcomes. Acceptable instructional uses include adaptive learning platforms that adjust content difficulty based on student performance, language support tools for English learners, and AI-driven tutoring programs that provide personalized feedback. Teachers may also use AI tools to support lesson planning, identify learning gaps, and develop differentiated instruction for diverse learners.
- From an administrative standpoint, AI may be used to assist with data analysis, scheduling, attendance tracking, resource allocation, and other functions that improve operational efficiency. AI tools may also be used to support professional development—such as **platforms that offer automated coaching tips or content analysis.**

9. Prohibited Uses of AI

- AI tools may not be used in any manner that undermines the educational mission of the District, violates student or staff privacy, promotes academic dishonesty, or introduces bias and discrimination.
- The use of AI-Generated Content to complete student assignments, assessments, or other graded work without explicit permission from a teacher is considered cheating and is strictly prohibited. Students may not rely on AI tools to write essays, solve complex math problems, or produce artwork unless clearly instructed to do so by their teacher.
- AI shall not be used as the sole basis for any decision affecting a student's education, discipline, placement, or services, or any employment-related decision, without meaningful human review and oversight.

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- AI involving facial recognition or biometric identification without express Board approval and a legal review of privacy and civil rights implications.
- AI-Generated Content shall not promote misinformation, hate speech, or discrimination. Staff and students shall not upload sensitive or personally identifiable data into AI systems unless those tools have been approved for such purposes by the District and include strict data security provisions.

10. Incident Reporting and Enforcement

Concerns about inappropriate or unethical use of AI shall be reported to the Superintendent or designated administrator. Violations of the AI policy may result in suspension of AI privileges, disciplinary action, or other consequences consistent with the District's disciplinary framework.

Violations involving student misuse of AI shall be addressed in accordance with the District's Student Conduct and Academic Integrity policies and regulations.

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Student Attendance and Truancy
Policy 3-600

Scope:

The District establishes standards governing student attendance, including requirements related to absences and excuses, truancy prevention and enforcement, chronic absenteeism habitual truancy intervention, and student leaves of absence.

The policy addresses:

- The classification and verification of excused and unexcused absences;
- the identification and response to truancy;
- the monitoring and reduction of chronic absenteeism through early intervention and supportive practices; and
- the use of alternative attendance options, including independent study or other legally authorized programs, for students who are unable to attend school in person.

Purpose

The District recognizes that regular school attendance is essential to student achievement, academic success, and overall student well-being. The Board is committed to promoting consistent attendance, reducing truancy and chronic absenteeism, and ensuring compliance with all applicable laws governing compulsory education and student attendance.

1. Generally

The Superintendent or designee shall ensure that the District maintains accurate attendance records, implements appropriate attendance interventions, and complies with all applicable provisions of the law.

The Superintendent or designee shall serve as the District's Attendance Supervisor.

- **Compulsory Education**

  All students between the ages of 6 and 18 years shall attend school full time unless otherwise exempted by law.

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Parents/guardians are responsible for ensuring their child's regular attendance at school.

- **Attendance Monitoring and Reporting**
  The District shall:

  - Maintain accurate attendance records;
  - Monitor attendance, truancy, and chronic absenteeism rates; and
  - Report required data to the California Department of Education.

  School sites shall regularly review attendance data and implement site-based interventions as needed.

The District is committed to providing early, proactive, and compassionate interventions that:

- Address barriers to attendance;
- Connect students and families to appropriate services; and
- Promote a positive and inclusive school environment that supports regular attendance.

2. Absences and Excuses

- **Excused Absences**

  A student's absence shall be excused only for reasons permitted by law, including but not limited to:

  - Illness or medical appointment;
  - Quarantine;
  - Funeral services;
  - Religious observances or retreats;
  - Jury duty or court-related obligations;
  - Illness or medical care of the student's child;
  - Attendance at naturalization or immigration proceedings; or
  - Other reasons authorized by law.

  Students shall be permitted to complete all assignments and tests missed during an excused absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit.

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- **Unexcused Absences**

  Any absence not meeting the criteria for an excused absence shall be considered unexcused.

  Unexcused absences may contribute to a student being classified as truant.

- **Verification of Absences**

  The District may require reasonable verification of student absences. When excessive absences occur, the District may require documentation from a medical provider or other appropriate source.

3. Truancy

- **Definitions**

  - Truant means a student who is absent without a valid excuse for three (3) full days or tardy or absent for more than thirty minutes on three occasions.

  - Habitual Truant means a student who is reported as truant multiple times without improvement.

  - Chronic Truant means a student who is absent without a valid excuse for ten (10) percent of more of the school year.

- **Response to Truancy**

  The District shall implement timely and progressive interventions to address truancy, including:

  - Notification of parents/guardians
  - Conferences with students and families
  - Referral to appropriate support services
  - Referral to the School Attendance Review Board (SARB) or other appropriate agencies when necessary

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Efforts shall be made to address attendance issues through supportive and preventative measures before escalating enforcement actions.

4. Chronic Absenteeism

A chronic absentee is a student who is absent for 10 percent or more of the school year for any reason, including excused and unexcused absences.

The District shall:

- Monitor attendance data to identify students at risk of chronic absenteeism;
- Implement early intervention strategies to address attendance barriers; and
- Provide support services designed to improve attendance and student engagement.

Interventions shall focus on addressing the underlying causes of absenteeism, including health, transportation, school climate, and family-related challenges.

5. Student Leaves of Absence and Alternative Attendance

The District recognizes that, in limited circumstances, students may be unable to attend school for extended periods due to illness, family hardship, or other significant reasons. When appropriate, the District may provide alternative means of instruction, including:

- Independent study
- Home or hospital instruction
- Other legally authorized educational programs

Unapproved absence from school, including extended travel or discretionary leave, shall be considered unexcused unless authorized through an approved alternative attendance program.

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Administrative Regulations

1. Communication and Parent/Guardian Engagement

The District shall:

- Notify parents/guardians of attendance expectations annually;
- Provide information regarding the importance of attendance and available support services; and
- Communicate promptly regarding attendance concerns.

2. Daily Attendance and Recordkeeping

Teachers shall:

- Record daily attendance in the District's student information system for every instructional day;
- Only record attendance when students are under the immediate supervision and control of a certificated employee and engaged in educational activities.

Office Staff shall:

- Verify absences through parent/guardian contact;
- Record absences as excused, unexcused, or unverified; and
- Update attendance records promptly upon receipt of verification.

3. Classification of Absences

- A full-day absence occurs when a student is not present for any portion of the instructional day.
- A partial-day absence occurs when a student:
  - Arrives late;
  - Leaves early; or
  - Misses a portion of the instructional day.
- Tardiness occurs when a student is tardy or absent from class for more than 30 minutes without a valid reason.

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4. Excused Absence Verification

- **Parent/Guardian Notification**

  - Parents/guardians shall notify the school of a student absence as soon as reasonably possible.
  - Notification may be provided by written note, phone call, electronic communication, or in person.

  Note: Students that are 18 years of age or older, or legally emancipated may verify their own absences.

- **Documentation**

  The District may require documentation when:

  - Absences are excessive or recurring;
  - There is reason to question the validity of the absence; or
  - Required by law.

  Acceptable documentation may include:

  - Medical verification;
  - Court notice; or
  - Religious or official documentation.

  Unverified absences shall be recorded as unexcused absences until verification is received.

5. Make-Up Work for Excused Absences

- Students shall be provided the opportunity to complete assignments and tests missed during an excused absence.
- Teachers shall establish reasonable timelines for completion.
- Full credit shall be awarded upon satisfactory completion of work.

6. Truancy Intervention Process

- Initial Identification
  After the student accumulates three (3) unexcused absences, the School shall:
  - Issue a first truancy notice; and

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- Notify the parent/guardian of legal obligations.

- Escalation
  If attendance does not improve, the School shall issue:
  - Issue a Second Notice that includes an invitation to a parent/student conference.
  - Issue a Third Notice that requires a conference with student and parent/guardian, and develops an attendance improvement plan.
- School Based Interventions
  Before referral to the **School Attendance Review Board (SARB)**, the School shall make reasonable effort to provide support, including:
  - Attendance counseling;
  - Referral to support services;
  - Scheduling adjustments when appropriate; and/or
  - Site-based intervention team review (e.g. Student Attendance Review Team, if one exists)

7. SARB Referral Process

If School-based interventions fail:

- The site administrator may refer the student to SARB or appropriate local agency.
- Documentation shall include:
  - Attendance records
  - Copies of all notices
  - Record of interventions and conferences

The District shall participate in SARB proceedings in accordance with applicable law.

8. Chronic Absenteeism Monitoring and Intervention

- Identification

  School(s) shall regularly identify students who are approaching or exceed 10% absence (excused or unexcused).

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- Intervention Strategies

  For students identified as Chronically Absent, strategies that include the following shall be implemented:

  - Parent outreach and conferences;
  - Individual attendance improvement plans;
  - Referral to health, counseling, or social services;
  - Transportation or scheduling support; and/or
  - School climate or engagement strategies.

  Interventions shall focus on eliminating barriers to attendance.

9. Student Leaves of Absence or Alternative Attendance

Extended absences are not permitted unless they are supported through an approved alternative attendance program, which include:

- Independent Study

  Independent Study, short or long-term in accordance with District policy.

- Home and Hospital Instruction

  Students with temporary disabilities may be eligible for instruction in the home or hospital setting as required by law.

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Community Day School
Policy 3-603

Scope:

This policy governs the operation of community day school programs, to the extent that the District operates a community day school and the placement of students in community day school.

Purpose

The District may either establish and maintain a community day school, or provide for the placement of eligible students in a community day school, in accordance with applicable law.

1. Program

The District may operate a community day school for students who are eligible for enrollment pursuant to applicable law.

2. Eligibility and Placement

The District may assign students to a community day school, operated by the District or another Local Educational Agency, who have been:

- Expelled from the District for any reason;
- Referred by a School Attendance Review Board (SARB) or other formal referral process; or
- Placed on probation or otherwise required to attend a program serving high-risk students.

All placements shall be made in accordance with the law.

3. Program Requirements

The District shall ensure that any community day school operated by or attended by District students complies with all statutory requirements, including:

- Provision of a minimum instructional day and year as required by law;
- A program that includes academic instruction, counseling, and guidance services; and

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- Coordination with other agencies, including probation and law enforcement, as applicable.

4. Priority for Placement

Placement of students in community day school shall be in the following order:

- Students expelled pursuant to Education Code Section 48915(d)
- Students expelled for any other reason
- All other children

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Grades & Evaluation of Student Achievement
Policy 3-604

Scope:

This policy governs grading authority, evaluation of student achievement, and required notifications for parents/guardians related to student academic performance.

Purpose

The purpose of this policy is to ensure that grades are assigned consistently with statutory authority, that student achievement is evaluated during each grading period, and that parents/guardians are notified when a student is at risk of failing a course, as required by law.

1. Grades

Grades help students and parents/guardians understand academic expectations and identify the student's areas of strength and those areas needing improvement.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level. Grades shall represent an accurate and current evaluation of the student's academic performance.

The Superintendent or designee shall establish a uniform grading system to apply to all students in that course and grade level.

2. Grading Authority

Grades for any course of instruction shall be determined by the teacher of the course. A teacher shall base a student's grades on the quality of the student's academic work and their mastery of course content based on district standards.

The determination of the student's grade by the teacher shall be final in the absence of:

- Clerical or mechanical mistake;
- Fraud;
- Bad faith; or
- Incompetency.

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A student's grade shall not be changed unless the teacher who assigned the grade is given the opportunity to state the reasons for the grade and to participate in the decision-making process as required by law.

3. Parent Notification of Risk of Failure

The District shall require that, whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall:

- Conduct a conference with the student's parent/guardian; or
- Provide a written report to the parent/guardian.

A parent's refusal to attend a conference or respond to written notice shall not preclude the assignment of a failing grade.

The requirement to notify a parent shall apply without regard to the age of the student.

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Participation in Extracurricular and Co-Curricular Activities
Policy 4-100

Scope:

District students are encouraged to participate in extracurricular and co-curricular activities in conjunction with their educational program.

Purpose

It is the intent of the Board to ensure that students in grades 6 to 12 participating in the District's extracurricular and cocurricular activities continue to make satisfactory educational progress.

1. Generally

Extracurricular or co-curricular programs or activities are open to all students regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability. No extracurricular or co-curricular activity or program shall be offered or conducted in a manner that discriminates or separates students on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law.

Students will not be required to pay a fee for participation or for any supplies, materials, and/or equipment necessary for participation in extracurricular or co-curricular activities.

All extracurricular and co-curricular activities must be supervised by District certificated personnel even if the activities are held outside of District facilities. Any noncertificated individuals working with students in District extracurricular or co-curricular programs must obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing before performing any work.

An "Extracurricular Activity" is an activity or program that meets all of the following criteria:

- It is supervised or funded by the District;
- Students participating in the program represent the District;
- Students have some level of choice or control in selecting, planning, or managing the program; and

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- The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded or awarded academic credit, and do not take place during classroom time.

A "co-curricular activity" in the District is a program that may be associated with the curriculum in a regular classroom.

The following do not qualify as either extracurricular or co-curricular activities in the District:

- Any program that is teacher graded, or a required program or activity for a course that satisfies the entrance requirements for admission to the California State University or the University of California; or

- A program that has, as its primary goal, the improvement of academic or educational achievements of students in the District.

2. Eligibility

District students in grades 6 – 12 that have achieved satisfactory educational progress in the previous grading period are eligible to participate in extracurricular or co-curricular activities**.**

For purposes of this policy, "satisfactory educational progress" is achieved when a student meets both of the following:

- Maintenance of minimum passing grades, which is defined as at least a 2.0 grade point average in all enrolled courses on a 4.0 scale; and

- Maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the Board.

The District may, at its discretion, impose additional requirements.

For purposes of this policy, "previous grading period" does not include a grading period in which the student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work.

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When one or more grading periods are excluded as described above, the "previous grading period" is deemed to mean the grading period immediately prior to the grading period or periods excluded.

3. Probationary Period for Students Not Achieving Satisfactory Educational Progress

A student who does not achieve satisfactory educational progress in the previous grading period may remain eligible to participate in extracurricular and co-curricular activities during a probationary period.

The probationary period shall not exceed one semester in length, though the governing board of the school district may establish a shorter period. A student who does not achieve satisfactory educational progress during the probationary period shall not be allowed to participate in extracurricular and co-curricular activities in the subsequent grading period.

4. Student Conduct

Students participating in or attending extracurricular or co-curricular activities or events must conduct themselves in accordance with District policies and regulations. Conduct that violates school policies may result in the student's exclusion or removal from the activities and/or discipline.

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Probationary/Permanent Status for Classified Employees Policy 5-100

Scope:

This policy establishes the District's rules regarding probationary and permanent status for classified employees, including probationary service, evaluations during probation, attainment of permanent status, and the rights associated with such status, consistent with applicable law.

Purpose

The intent of this policy is to ensure that classified employees successfully complete a probationary period prior to attaining permanent employment status in a District position.

Status of Probationary Employee/Permanent Employee

A "permanent employee" has been granted tenure in the classification in which the employee passed the required probationary period. A classified employee designated as a "permanent employee" shall be subject to disciplinary action only for cause as prescribed by the Board.

A "probationary employee" has not been granted tenure in his/her position. The District, at its sole discretion, may dismiss a probationary employee from his/her position in the District at any time with or without cause prior to the completion of the mandatory probationary period.

Probationary Period

The probationary period for classified employees shall be as follows:

1. Newly Hired Classified Employees

A newly hired classified employee of the District shall obtain permanent status in his/her position only after he/she has satisfactorily served in that position for a period of six (6) months or 130 days of paid service, whichever is longer. If the newly hired employee fails to complete the probationary period, he/she shall be dismissed from employment in the District.

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2. Probationary Period for Employees Promoted to a Higher Position

A permanent classified employee of the District who has accepted a promotion to a higher position within the District shall obtain permanent status in the promotional position only after he/she has satisfactorily served in that position for a period of six (6) months or 130 days of paid service, whichever is longer. If the employee fails to satisfactorily complete the probationary period, he/she shall be employed in the classification from which he/she was promoted.

Evaluation of Probationary Employees

Probationary employees should receive at least one written evaluation regarding his/her job performance prior to completion of their probationary period. All evaluations will be completed by the employee's supervisor on a District-approved form and will, at minimum, indicate:

1. Whether the employee is satisfactorily serving in his/her position, including the employee's effectiveness in carrying out assigned duties and responsibilities;

2. Whether it is recommended that the District maintain or dismiss the employee from his/her position; and

3. If the evaluation indicates that an employee is not performing "satisfactorily" but has been allowed to continue under the corresponding probationary period, the evaluation will indicate any areas that employee needs to improve in order for the employee to obtain permanent status.

Supervisors shall evaluate employee performance in a fair, objective, and consistent manner. Supervisors are encouraged to provide interim feedback during the probationary period.

A District classified employee who has satisfactorily completed the probationary period in his/her position shall achieve permanent status in his/her classified position in the District. No employee shall be granted permanent status in a classified position without satisfactorily completing the corresponding probationary period.

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Teacher Assignments Outside the Scope Of Their Credential
Policy 5-101

Scope:

This policy establishes the conditions and procedures under which the District may assign a fully credentialed teacher, with the teacher's consent, to teach a departmentalized class outside the teacher's credential authorization when the District has verified that the teacher has adequate subject-matter knowledge. It is intended to implement Education Code section 44258.3 and to ensure that any such assignment is made lawfully, consistently, and only after appropriate local review.

To the extent that this policy is affected by a collective bargaining agreement, the collective bargaining agreement shall govern.

Purpose

The purpose of this policy is to provide policies and procedures for the voluntary assignment of credentialed teachers to departmentalized classes that are not within the scope of their credential(s). The Board seeks to ensure that teachers assigned to classes outside the scope of their credential possess sufficient knowledge of the curriculum and content to be taught.

1. Teacher Assignment to Departmentalized Classes Outside Credential Authorization

Any holder of a credential other than emergency permit holders may be voluntarily assigned to any departmentalized classroom in grades [grades the District serves, like "K through 12"] after the District verifies adequate knowledge of the subject. The teacher must consent before he/she may be assigned to a position outside his/her credential authorization.

Teachers holding an emergency permit may not be assigned under this policy.

2. Subject Matter Assessment Procedures

The District shall engage subject matter specialists when developing and implementing assessments to determine whether a credentialed teacher possesses sufficient subject matter competence for assignment outside his/her credential. Subject matter specialists are individuals who have specialized knowledge in the subjects commonly taught in the District. The District will ensure that all subject matter specialists receive training in District policies and procedures.

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The "subject matter specialists" can be any of the following:

- Mentor teachers;
- Curriculum specialists;
- Resource teachers;
- Classroom teachers certified to teach a subject;
- Staff to regional subject matter projects or curriculum institutes;
- College faculty.

To verify subject matter competence for assignment outside of credential authorization, the District will designate an assessment team that will employ one or more of the following procedures:

- Observation by subject matter specialists;
- Oral interviews;
- Demonstration lessons;
- Presentation of curricular portfolios;
- Written examinations.

Assessment Criteria and Standards

When conducting the assessment, the assessment team will utilize specific criteria and standards to verify the subject-matter knowledge of the teacher.

The criteria shall include, but need not be limited to, evidence of the teacher's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study for the subject at the grade level to be taught.

Teaching Assignment Valid Only in District

Teaching assignments made pursuant to this policy are only valid in the District.

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Exemptions from Classified Service (Substitutes, Etc.) Policy 5-102

The Board shall designate as classified service all District employees and positions that do not require certification qualifications, except those specifically exempted from classified service as set forth below.

Purpose

The purpose of this policy is to define the categories of employees that are exempt from the classified service.

Exempt Classified Employees

An individual employed by the District in any of the following capacities is exempt from classified service:

1. Substitute Employees

Any substitute employee who is employed and paid for less than 75 percent of a school year is exempt from classified service. A "substitute employee" is:

- An individual employed to replace a classified employee who is temporarily absent from duty; or
- An individual hired to fill a vacancy in any classified position while the District is in the process of hiring a permanent employee, so long as the period of employment of one or more employees does not exceed 60 calendar days. An applicable collective bargaining agreement may provide for a different period of time.

2. Short-Term Employees

Any "short-term employee" who is employed and paid for less than 75 percent of a school year is exempt from classified service. A "short-term employee" is an individual hired by the District to perform a specific service or task that is temporary in nature, where the work will not continue or be needed on an ongoing basis once the assignment is completed. Prior to hiring someone for "short-term" employment, the Board, at one of its regular meetings, shall specify the nature of the "short-term" work to be performed, and shall also certify the ending date for that work. The Board may change the ending date as long as the

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"short-term" work period does not extend beyond 75 percent of the school year. Before hiring a short-term employee, the Board must, during a regular board meeting, identify the specific services the employee will perform and shall certify the assignment's end date. The Board may later shorten or extend that end date, but the employment period cannot exceed 75 percent of a school year.

3. Apprentices and Professional Experts

An apprentice or professional expert employed on a temporary basis for a specific District project, regardless of length of employment, shall not be a part of the classified service.

4. Full Time College Students Employed Part-Time

Full-time college students working part-time in the District are exempt from classified service. Students employed in this manner shall not displace any classified personnel in the District or impair any existing service contracts.

5. Part-Time College Students Employed Part-Time in Work Study/Experience Programs

Part time college students employed part-time in a college work-study or work experience program financed by state or federal funds are exempt from classified service. Students employed in this manner shall not displace any classified personnel in the District or impair any existing service contracts.

For the purpose of this policy, "seventy-five percent of a school year" is 195 working days including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day.

Unless otherwise permitted, a person whose position does not require certification qualifications shall not be employed by the District, except as authorized by this section.

Individuals who are exempt from the classified service pursuant to applicable law and Board policy must still meet the requirements for physical examinations, fingerprinting, and a tuberculosis risk assessments as set forth in the Education Code. (Ed. Code §§ 45101, 45103, 45106, , 45122, 45125, 49406.)

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Transitional Kindergarten Credential & Equivalency Checklist Policy 5-103

Scope:

This policy establishes the criteria and procedures for assigning teachers to Transitional Kindergarten (TK) classrooms in accordance with California Education Code § 48000, subd. (g). It applies to all certificated personnel being considered for TK assignments within the District. The policy outlines both the minimum credentialing requirements and the process by which a teacher's relevant experience may be determined equivalent to the statutory 24 units of early childhood education or child development coursework. It further delegates authority to the Superintendent or designee to evaluate experience-based equivalency and recommend assignments for Board approval. This ensures compliance with legal mandates while supporting flexibility in staffing decisions based on practical experience and demonstrated competence.

Purpose

To ensure compliance with California Education Code § 48000, subd. (g), this policy authorizes the superintendent or designee to determine whether a teacher's prior classroom experience qualifies as equivalent to the required early childhood education (ECE) coursework for Transitional Kindergarten (TK) assignments.

Policy Statement

1. Minimum Credential Requirement

Teachers assigned to TK must hold one of the following credentials:

- Multiple Subjects Credentials (P, K-12 and adults):
  - Preliminary and Clear Multiple Subjects Teaching Credential
  - University Intern Credential
  - District Intern Credential (grades TK-8)
  - General Education Limited Assignment Permit
  - Short-Term Staff Permit
  - Provisional Internship Permit

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- PK-3 Early Childhood Education (ECE) Specialist Instruction Credentials (Preschool through Grade 3)
- General Kindergarten-Primary (K-3)
- General Elementary (K-8)
- Standard Early Childhood (P-3)
- Standard Elementary (K-9)
- Specialist Instruction Credential in Early Childhood Education

2. Experience-Based Equivalency

Credentialed teachers who are first assigned to a TK classroom after July 1, 2015 must have one of the following by August 1, 2025:

- At least 24 units in early childhood education, or childhood development, or both;
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1;
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing.

Teachers who are or were assigned to teach TK, or a combination of kindergarten and TK, on or before July 1, 2015, may teach TK without having to meet the additional unit requirement for TK teachers set forth above.

A teacher will qualify for a TK assignment without 24 units of early childhood education ("ECE") or child development coursework if the Superintendent or designee determines the teacher has at least two years of relevant classroom teaching experience that meets the criteria outlined in the Administrative Regulations below.

3. Board Authorization

The Board authorizes the Superintendent or designee to make such determinations and to recommend the TK assignment for Board approval.

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Administrative Regulations

The following procedures shall guide the Superintendent or designee in determining whether a teacher's experience qualifies as equivalent to the 24-unit ECE requirement:

1. Minimum Experience Standard

- The teacher must have completed at least two full school years of full-time teaching experience in a self-contained classroom with preschool-aged children or TK students.
- Experience must be consecutive and within the past five years.

2. Equivalency Rubric

A candidate who demonstrates experience in at least four of the six domains below shall be considered to have satisfied the equivalency:

Domain	Required Experience	Example Documentation
Curriculum & Instruction	Designed and delivered developmentally appropriate lessons	Lesson plans, class schedules
Literacy & Numeracy Foundations	Provided instruction in early language and math development	Classroom materials, student samples
Social-Emotional Learning (SEL)	Facilitated SEL activities and behavioral guidance	Reflections, behavior plans
Assessment Practices	Used observation tools or formal assessments (e.g., DRDP)	Progress reports, assessment logs
Family Engagement	Regular communication with parents/guardians	Newsletters, family conference logs
Professional Learning	Participated in ECE-focused Professional Development (PD) or collaboration	PD records, PLC meeting notes

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3. Documentation and Recommendation

The Superintendent or designee shall complete a TK Experience Equivalency Checklist and retain it in the employee's personnel file. Upon determining equivalency, the Superintendent or designee shall recommend the assignment to the Board for approval.

Transitional Kindergarten (TK)
Experience Equivalency Checklist

Teacher & Assignment Information

Teacher Name:	
Credential Held:	
School Site:	
Position/Grade Level (TK):	
Review Date:	
Reviewed By:	

1. Basic Eligibility

[ ] Holds valid California teaching credential eligible to teach TK
[ ] Taught full-time in a self-contained classroom with preschool-aged children or TK students
[ ] Has at least 2 full and consecutive years of qualifying experience within the past five years

2. Experience Domains (Check all that apply)

[ ] Curriculum & Instruction - Designed and taught age-appropriate lessons aligned to ECE/TK standards
[ ] Literacy & Numeracy Foundations - Taught language, pre-reading, or math foundational skills
[ ] Social-Emotional Learning - Led SEL activities and positive behavior supports
[ ] Assessment - Used tools like DRDP, observations, or progress reports

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[ ] Family Engagement - Conducted parent conferences or sent regular home communication
[ ] Professional Learning - Attended ECE-related training or collaboration meetings

Minimum: 4 of 6 domains must be marked 'Yes' to qualify for equivalency.

3. Final Determination

[ ] Experience is equivalent to 24 ECE units under Ed. Code § 48000(g)(4)
[ ] Experience does NOT meet equivalency criteria

Superintendent or designee Signature

Name: _____

Title: _____

Signature: _____

Date: _____

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Drug and Alcohol-Free Workplace
Policy 5-104

Scope:

For purposes of maintaining a safe, healthy, and drug- and alcohol-free workplace, this policy applies to all District employees, including certificated employees, classified employees, confidential / supervisory / management employees, substitutes, temporary employees, and volunteers. Contractors, vendors, and visitors are expected to comply with this policy while on District property or engaged in District-sponsored activities.

Purpose

The Governing Board is committed to maintaining a safe, healthy, and productive workplace and educational environment free from the unlawful use, possession, distribution, or effects of drugs and alcohol. This policy demonstrates the District's compliance with federal and state drug-free workplace requirements.

Definitions

1. Workplace

The workplace includes any District site, facility, or location where District business is conducted, including but not limited to school buildings, offices, grounds, parking lots, District vehicles, and any off-site location where District-sponsored activities, meetings, or events take place.

2. Controlled Substances

Controlled substances include any drug or substance whose possession, use, manufacture, or distribution is regulated or prohibited by federal or state law, including but not limited to illegal drugs, marijuana (unless lawfully prescribed), narcotics, hallucinogens, stimulants, depressants, and prescription medications used in a manner other than as prescribed.

3. Alcohol

Alcohol means beer, wine, spirits, or any other beverage containing ethyl alcohol.

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Prohibited Conduct

The following conduct is strictly prohibited in the workplace:

- The unlawful manufacture, distribution, dispensation, possession, sale, or use of controlled substances;
- The possession, use, or distribution of alcohol, except as specifically authorized by the Governing Board for particular events;
- Being under the influence of alcohol or controlled substances while on duty or in the workplace;
- The unlawful use, possession, or distribution of drug paraphernalia;
- Reporting to work or performing duties while impaired by the effects of alcohol or controlled substances.

Lawful Prescription and Over-the-Counter Medications

This policy does not prohibit the lawful possession and use of prescription medications or over-the-counter medications when taken as prescribed or directed. However, employees are responsible for ensuring that the use of such medications does not impair their ability to safely and effectively perform their job duties.

Employees taking prescription or over-the-counter medications that may affect their ability to perform job duties or operate equipment safely should notify their supervisor and, if necessary, request reasonable accommodation in accordance with applicable disability laws.

Employee Responsibilities

1. Compliance with Policy

All employees are required to comply with the terms of this policy as a condition of employment.

2. Notification of Conviction

As required by the Drug-Free Workplace Act, any employee who is convicted of a criminal drug statute violation occurring in the workplace must notify the District no later than five (5) calendar days after such conviction. Notification shall be made to the Superintendent or designee.

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3. Seeking Assistance

Employees who have concerns about their own or a colleague's use of drugs or alcohol are encouraged to seek assistance through the District's Employee Assistance Program (if available) or other available resources. Seeking help voluntarily before a policy violation occurs will not result in disciplinary action.

District Responsibilities

1. Policy Distribution and Awareness

The District shall provide a copy of this policy annually to all employees and shall require acknowledgment of receipt. The policy shall be included in employee handbooks and made available on the District website. New employees shall receive the policy as part of the hiring and orientation process.

2. Drug-Free Awareness Program

The District shall establish a drug-free awareness program to inform employees about:

- The dangers of drug and alcohol abuse in the workplace;
- The District's policy on maintaining a drug-free workplace;
- Available drug and alcohol counseling, rehabilitation, and employee assistance programs;
- The penalties that may be imposed on employees for drug and alcohol violations.

3. Notification to Federal Agencies

If an employee is convicted of a drug statute violation occurring in the workplace, the District shall notify the appropriate federal agency within ten (10) calendar days after receiving notice of the conviction.

4. Action Following Conviction

Within thirty (30) calendar days of receiving notice of an employee's conviction for a drug statute violation occurring in the workplace, the District shall take appropriate personnel action against the employee, up to and including termination, or require the employee to satisfactorily participate in a drug abuse assistance or rehabilitation program approved by a federal, state, or local health, law enforcement, or other appropriate agency.

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Consequences of Policy Violations

Employees who violate this policy shall be subject to disciplinary action, which may include:

- Verbal or written warning;
- Suspension without pay;
- Mandatory participation in a drug or alcohol rehabilitation program;
- Termination of employment; and/or
- Referral to law enforcement for criminal prosecution.

The severity of disciplinary action shall depend on the circumstances of the violation, including the nature and severity of the conduct, prior violations, and other relevant factors. Disciplinary action shall be consistent with applicable law, regulations, and collective bargaining agreements.

Drug and Alcohol Testing

The District may require drug and alcohol testing in the following circumstances:

- As required by law for employees in safety-sensitive positions (e.g., school bus drivers under federal Department of Transportation regulations);
- When there is reasonable suspicion that an employee is under the influence of drugs or alcohol while on duty;
- Following an on-the-job accident or incident where drug or alcohol use may have been a contributing factor;
- As part of a return-to-work agreement following a violation of this policy.

All drug and alcohol testing shall be conducted in accordance with applicable laws, regulations, and collective bargaining agreements.

Confidentiality

Information obtained through drug and alcohol testing, employee assistance programs, or treatment programs shall be kept confidential to the extent permitted by law. Such information shall be maintained in secure files separate from the employee's general personnel file and disclosed only to those with a legitimate need to know.

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Collective Bargaining Agreements

Nothing in this policy shall be construed to limit rights or obligations established by applicable collective bargaining agreements. In the event of a conflict between this policy and a collective bargaining agreement, the collective bargaining agreement shall prevail to the extent permitted by law.

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Non-Reelection of Certificated Probationary Employees (Under 250 ADA) Policy 5-105

Scope:

This policy establishes the rules for the classification, reelections, and release of probationary certificated employees in school districts with fewer than 250 average daily attendance (ADA), in accordance with the California Educational Code.

Purpose

The Governing Board recognizes its responsibility to employ and retain certificated staff members who will advance the educational program of the District.

1. Probationary Status

All certificated employees of the District shall be employed on a probationary basis and shall not attain permanent status unless and until the Governing Board affirmatively classifies the employee as permanent pursuant to Education Code section 44929.23.

2. Annual Reelection

The Governing Board is not required to grant permanent classification after any specific period of service unless the Board formally elects to do so.

3. Non-Reelection of Probationary Employees

In accordance with Education Code section 44948.5, before the Governing Board gives notice that a probationary certificated employee's services will not be required for the ensuing school year, the employee shall be provided written notice of the recommendation for non-reelection and the reasons supporting the recommendation within the timelines prescribed by law. Non-reelection determinations shall be for cause only and warranted by reasons related to the welfare of the District's schools and students.

The employee may request a hearing before the Governing Board in accordance with Education Code section 44948.5. Upon timely request, the Board shall conduct a hearing and consider the employee's response before making a final determination regarding non-reelection.

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4. Nothing in this policy shall be construed to confer permanent status upon a probationary employee or to limit the Board's authority under Education Code section 44929.23 to reelect certificated employees on a year-to-year basis without granting permanent classification, except as otherwise provided by law.

5. Collective Bargaining

If the provisions of this policy conflict with a collective bargaining agreement, the provisions of the collective bargaining agreement shall control.

6. Documentation and Recordkeeping

- The Superintendent or designee shall maintain appropriate evaluation records, notices, and hearing documents to ensure compliance.
- The District may, but is not required to, issue a Notice of Unsatisfactory Performance by December 15 as a best practice to support due process and provide the employee an opportunity to improve.

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Non-School Employment
Policy 5-106

Scope:

This policy applies to all District employees, including:

- Certificated employees, including teachers, counselors, librarians, and other personnel holding valid California teaching credentials or certificates issued by the Commission on Teacher Credentialing.
- Classified employees, including clerical, custodial, maintenance, food service, transportation, instructional aides, and other non-certificated personnel.
- Management and supervisory personnel, including the Superintendent, administrators, directors, coordinators, principals, and other personnel designated as management or supervisory under Education Code Section 45108.5.

Purpose

The Governing Board recognizes that District employees may wish to engage in outside employment. This policy establishes guidelines to ensure that non-school employment does not interfere with employees' effectiveness in fulfilling their responsibilities to the District, create conflicts of interest, or involve incompatible activities as defined by California law.

1. General Principles

- Employees may engage in outside employment provided it does not adversely affect their job performance, availability, or responsibilities to the District.
- The District does not prohibit employees from pursuing reasonable outside employment during non-duty hours.
- Employees remain bound by their employment obligations to the District, including availability for meetings, professional development, assigned work schedules, and other required activities.
- Management and supervisory employees hold positions of trust and significant responsibility. Given that management responsibilities often extend beyond traditional work hours, such employees must exercise heightened judgment regarding outside employment.

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2. Prohibited Activities

In accordance with Government Code Section 1126, employees shall not engage in any employment, activity, or enterprise for compensation that is:

- Inconsistent, incompatible, in conflict with, or inimical to their duties as District employees;
- In conflict with the duties, functions, or responsibilities of the Superintendent, the Governing Board, or the District;
- Subject to approval by any other officer, employee, board, or commission of the District, unless otherwise approved pursuant to this policy

3. Specific Incompatible Activities

The following activities are deemed incompatible with District employment:

- Using District time, name, prestige, facilities, equipment, supplies, or resources for private gain or business purposes;
- Using one's position, authority, or confidential information obtained through District employment for private gain;
- Engaging in activities that require regular absence from assigned duties during scheduled work hours;
- Employment with organizations that contract with, seek to do business with, or are regulated by the District where the employee's involvement could constitute a conflict of interest;
- Performing services similar to assigned District duties for compensation in a manner that competes with District services or creates a conflict of interest;
- Engaging in outside employment that could create an actual or apparent conflict of interest with respect to purchasing, contracting, personnel, or other decisions within the employee's authority.

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Additional restrictions for specific employee groups:

- Certificated Employees: Private tutoring of students assigned to the employee's own classes for compensation is prohibited. Providing services to District students for compensation in a manner that creates a conflict of interest or the appearance of impropriety is prohibited.

- Management/Supervisory Employees: Providing consulting services to other school districts, educational organizations, or other entities on matters related to their District responsibilities when such activities create an actual or potential conflict of interest, interfere with District duties, involve the use of District resources, or are undertaken without any required District approval is prohibited. Management and supervisory employees shall not serve as an officer, director, employee, or consultant of any organization whose interests create an actual conflict of interest with the employee's District duties or otherwise result in an incompatibility of office or employment under applicable law.

4. Notification and Approval

- Certificated and Classified Employees:

    - Employees who seek to engage in outside employment that may create an actual or potential conflict of interest, be incompatible with their District duties, or otherwise interfere with the performance of their responsibilities shall submit a written request to their immediate supervisor describing the nature of the outside employment and the anticipated time commitment.

    - Employees must obtain prior written approval from the Superintendent or designee before engaging in any outside employment that requires their efforts to be subject to approval by any District officer, employee, board, or commission.

- Management and Supervisory Employees:

    - Management and supervisory employees shall notify the Superintendent (or the Board President for the Superintendent) in writing of any outside employment prior to commencing such employment.

    - The notification shall include the nature of the outside employment, anticipated time commitment, and how the employee will ensure that District responsibilities are not compromised.

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- Approval may be denied or revoked if the outside employment is determined to be incompatible with District responsibilities

The Superintendent or designee shall respond to requests for approval within ten (10) working days.

5. Disciplinary Action

Employees who engage in prohibited outside employment or incompatible activities, or who fail to disclose required information, may be subject to disciplinary action, up to and including dismissal, in accordance with applicable Education Code provisions, employment agreements, and collective bargaining agreements.

6. Appeal Process

- Certificated and Classified Employees: An employee who believes that outside employment has been unreasonably denied or that disciplinary action is unwarranted may appeal through the District's grievance procedures or as provided in the applicable collective bargaining agreement.

- Management and Supervisory Employees: An employee may appeal to the Governing Board in writing within ten (10) working days of the decision. The Board shall consider the appeal at its next regular meeting, and its decision shall be final.

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Administrative Regulations

1. Request for Approval Process

When approval is required under this policy, employees shall submit a written request to the Superintendent or designee (or Board President for the Superintendent) that includes:

- Name of the outside employer or nature of self-employment/consulting;
- Detailed description of duties, responsibilities, and scope of work;
- Anticipated hours, schedule, and location of outside employment;
- Expected compensation or remuneration (required for management employees);
- Start date and expected duration;
- Statement explaining how the employee will ensure District responsibilities are not compromised;
- Full disclosure of any actual or potential conflicts of interest;
- Identification of any District vendors, contractors, or entities with business before the District that are involved (required for management employees).

2. Review and Determination

The Superintendent or designee (or Board for the Superintendent) shall review the request and consider:

- Whether the outside employment creates an actual, potential, or apparent conflict of interest;
- Whether the employment would interfere with the employee's duties, availability, assigned schedule, or decision-making authority;
- Whether District resources, confidential information, or the employee's position could be misused or compromised;
- Whether the outside employment competes with or duplicates District services;

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- The potential impact on students, the educational program, and public perception of District leadership;

- Whether the employment involves entities that do business with or are regulated by the District.

The reviewing authority shall provide a written response within ten (10) working days, approving, denying, or approving with conditions the request. The response shall include the rationale for any denial or conditions imposed.

3. Conditions of Approval

Approval of outside employment may be subject to conditions including, but not limited to:

- Limitations on hours or scheduling to ensure availability for District duties;

- Prohibition on use of District facilities, equipment, resources, or staff;

- Recusal from any District decisions involving the outside employer or related entities;

- Requirements for periodic review and renewal of approval;

- Immediate disclosure of any changes in the nature, scope, or clients of outside employment;

- Written acknowledgment that District responsibilities take priority over outside employment.

4. Revocation of Approval

Approval may be revoked if:

- The outside employment begins to interfere with the employee's District duties, availability, or judgment;

- The employee fails to comply with conditions of approval;

- Circumstances change such that the employment becomes incompatible or creates a conflict;

- The employee provided false, incomplete, or misleading information in the request;

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- The outside employment creates actual or perceived harm to the District's interests or reputation.

5. Special Provisions for Certificated Employees – Private Tutoring

Certificated employees who provide private tutoring shall:

- Not tutor students currently assigned to their own classes for compensation;
- Not use District facilities, equipment, or materials for private tutoring without prior written approval;
- Not solicit tutoring clients during school hours or using District communication systems;
- Ensure tutoring activities do not create the appearance that the District endorses the private service.

6. Special Provisions for Management Employees – Consulting and Speaking

Management employees who wish to provide consulting services, professional presentations, or speaking engagements for compensation shall:

- Obtain prior written approval as provided in these regulations;
- Not use District time for preparation or delivery of such services;
- Not represent that they are acting on behalf of or endorsed by the District;
- Clearly distinguish personal opinions from District policies or positions;
- Not provide consulting services to entities that compete with or have matters pending before the District.

7. Confidential Information

All employees with access to confidential District information shall take special care to ensure that outside employment does not create opportunities for unauthorized disclosure. Such employees may be subject to additional restrictions on outside employment.

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8. Annual Disclosure (Management Employees)

Management and supervisory employees with approved outside employment shall submit an annual update confirming the status and details of such employment. Any material changes that may affect potential conflicts of interest, compatibility with District duties, or compliance with applicable law or District policy shall be reported immediately.

9. Recordkeeping

The Superintendent or designee shall maintain records of all outside employment requests, notifications, approvals, denials, conditions, and revocations. Records shall be retained in accordance with the District's records retention schedule and may be subject to public disclosure as required by law.

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Employee Leaves of Absence
Policy 5-201

Scope:

The leaves of absence detailed below are intended to summarize leaves available to classified and certificated employees. However, in all cases, the District shall provide leave entitlements solely in accordance with applicable state and federal law, including Education Code provisions and any Labor Code provisions expressly applicable to public school employers, as well as any applicable collective bargaining agreement.

Verification must be provided to the District upon request and in accordance with applicable law.

Purpose

The District recognizes that employees may need time away from work for illness, family responsibilities, civic duties, and professional development. This policy ensures that all employees—classified and certificated—understand their leave rights and that the District complies with all applicable laws while supporting staff well-being.

Types of Leave:

1. Sick Leave

Employees shall receive sick leave annually for personal illness or injury. These leaves are granted based on full-time equivalency and prorated for part-time employees. Sick leave accrual and usage comply with Education Code §§ 44978 and 45191.

2. Extended Sick Leave / Differential Pay

After exhausting full paid sick leave, employees may receive differential pay for a period of up to five (5) school months, in accordance with Education Code sections 44977 and 45196. If, after exhausting all available sick leave, including any period of differential leave, an employee is not medically able to resume duties, the employee shall be placed on a reemployment list in accordance with Education Code sections 44978.1, 45192, or 45195, as applicable.

3. Family Medical Leave Act and California Family Rights Act Leave

Eligible employees shall be provided up to twelve (12) workweeks of unpaid, job-protected family and medical leave in a 12-month period under the federal Family and Medical Leave Act ("FMLA") and/or the California Family Rights Act ("CFRA"), as applicable. Such leave may be used for the employee's own serious health condition, to care for a family

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member with a serious health condition, for a qualifying military exigency, and for other purposes required by law. FMLA and CFRA leave shall run concurrently when permitted by law.

4. Pregnancy Disability Leave

Employees disabled by pregnancy are entitled to up to four (4) months (17.3 weeks) of unpaid, job-protected pregnancy disability leave per pregnancy, in accordance with Government Code section 12945. This leave shall run concurrently with any available leave under the FMLA. Sick leave or differential pay may be used if available.

5. Parental Leave

Eligible employees may take up to twelve (12) workweeks of job-protected leave to bond with a newborn or newly placed child within one year of the birth, adoption, or foster care placement, in accordance with CFRA, FMLA, and Education Code sections 44977.5 and 45196.1, as applicable. Employees may use available full-paid sick leave and differential pay during parental leave to the extent required by law.

6. Personal Necessity Leave

Employees may use up to seven (7) days of accrued sick leave per year for personal necessity, in accordance with Education Code sections 44981 and 45207.

7. Bereavement Leave

Employees shall receive bereavement leave as provided by Education Code sections 44985 and 45194 and Government Code section 12945.7.

8. Industrial Accident/Illness Leave

The District shall provide industrial accident or illness leave for certificated and classified employees in accordance with Education Code sections 44984 and 45192, as applicable, as well as other applicable Board Policy/Administrative Regulation.

9. Jury, Legal Duty, and Victim Leave

The District shall provide leave for jury duty, legal duty (e.g., responding to a subpoena or court-ordered appearance), and victim-related absences in accordance with, and to the extent required by, Education Code sections 44036 and 44037 and Government Code section 12945.8.

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10. Military Leave

The District shall provide military leave, including paid temporary military leave for eligible employees with at least one year of public agency service, in accordance with Military and Veterans Code section 395.01 and other applicable law. Eligible certificated employees shall receive up to ten (10) days of additional paid sick leave for treatment of a qualifying service-connected disability in accordance with Education Code section 44978.2. Eligible classified employees shall receive up to twelve (12) days of additional paid sick leave for treatment of a qualifying service-connected disability in accordance with Education Code section 45191.5.

11. Voting Leave

Employees who do not have sufficient time to vote outside working hours are entitled to up to two (2) hours of paid time off in accordance with Elections Code section 14000. The District shall ensure that notice of this provision is posted in accordance with Elections Code section 14001.

12. Union Leave

Employees may be granted leave for official union duties in accordance with Education Code sections 44987 and 45210.

13. Kin Care

Employees may use accrued and available sick leave, in an amount not less than the amount of sick leave accrued during six months at the employee's then-current rate of entitlement, for the purposes authorized by Labor Code sections 233 and 246.5. "Family member" shall have the meaning provided in Labor Code section 245.5, including a designated person to the extent required by law.

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Administrative Regulations

1. Leave Requests

All leave requests should be submitted in writing to the employee's immediate supervisor and/or the Human Resources Department as early as possible. Requests for foreseeable leaves (e.g., planned medical procedures, parental leave, jury duty) should be made at least 30 days in advance when possible.

2. Verification Requirements

The District may require documentation verifying the need for leave. This includes, but is not limited to, medical certification for illness or disability, court documentation for jury duty or legal leave, and proof of relationship for bereavement leave. Medical certification may be required for certain leaves such as pregnancy disability, or family medical leave. The District may require verification for absences exceeding three consecutive days or where abuse of leave is suspected. Acceptable documentation includes a healthcare provider's note or, in appropriate circumstances, a signed statement under penalty of perjury.

3. Coordination with Other Leave Laws

The Human Resources Professional shall ensure that leave entitlements under CFRA, FMLA, and Pregnancy Disability Leave are coordinated appropriately to ensure compliance and prevent duplication or overuse. Employees will be notified of their rights under applicable laws when requesting leave. Parental leave under CFRA runs concurrently with any applicable FMLA leave. Employees are not entitled to more than 12 weeks of total bonding leave under both laws. For additional details, refer to the District's Childbirth, Parenting, and Lactation Policy.

The District uses the substitute cost method for differential pay: the employee receives their regular salary minus the actual or estimated cost of a substitute. This may be modified by collective bargaining agreements.

4. Communication and Documentation

Employees are responsible for maintaining communication with the District during extended absences and must notify Human Resources of any changes to the duration or purpose of their leave. The District shall maintain records of all leave requests and approvals in accordance with legal requirements.

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Industrial Accident and Illness Leave
Policy 5-202

Scope:

This policy applies to all District employees, including certificated employees, classified employees, and confidential, supervisory, and management personnel who sustain injuries or illnesses arising out of and in the course of their employment with the District.

Purpose

The Governing Board recognizes its obligation to provide industrial accident and illness leave to employees who sustain work-related injuries or illnesses. This policy establishes the District's commitment to supporting employees through the Workers' Compensation process while ensuring compliance with Education Code sections 44984 and 45192.

Policy Statement

The Governing Board is committed to providing a safe working environment for all employees. When work-related injuries or illnesses occur, the District shall provide industrial accident and illness leave benefits in accordance with applicable law, ensuring that employees receive appropriate support while recovering from work-related injuries or illnesses.

1. Leave Entitlement

- Employees who sustain work-related injuries or illnesses shall be entitled to industrial accident and illness leave for up to sixty (60) working days in any one fiscal year for the same accident or illness.
- Industrial accident and illness leave shall not be deducted from sick leave, vacation, or any other accumulated leave to which the employee may be entitled.
- During industrial accident and illness leave, employees shall receive their full salary, coordinated with Workers' Compensation temporary disability benefits as required by law.

2. Eligibility

- To be eligible for industrial accident and illness leave, the injury or illness must arise out of and in the course of the employee's employment with the District.

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- Employees requesting industrial accident or illness leave shall promptly report the injury or illness and comply with workers' compensation claim procedures.

- Employees must comply with all reporting requirements and medical treatment protocols established by the District and the Workers' Compensation system.

3. Coordination with Workers' Compensation

- Industrial accident and illness leave shall be coordinated with Workers' Compensation benefits to ensure employees receive their full salary without duplication of benefits.

- Employees receiving temporary disability payments shall endorse such payments to the District while receiving full salary during industrial accident and illness leave.

- The District shall comply with all requirements of California Workers' Compensation law.

4. Return to Work

- Employees returning from industrial accident and illness leave must provide medical clearance from their treating physician.

- The District shall engage in an interactive process to provide reasonable accommodations or modified duty assignments when appropriate and as required by law.

- The District is committed to facilitating employees' safe return to work following work-related injuries or illnesses.

- An absence due to an industrial accident or illness shall not constitute a break in service. Employees on industrial accident or illness leave shall retain all employment status, rights, and benefits to which they would otherwise be entitled under applicable law, Board policy, and collective bargaining agreements.

5. Exhaustion of Leave

When industrial accident and illness leave is exhausted and the employee remains unable to return to work, the employee may utilize other available leave benefits, including accumulated sick leave, differential pay, or unpaid leave, in accordance with applicable law and collective bargaining agreements.

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6. Collective Bargaining

This policy shall be applied in coordination with any applicable collective bargaining agreements. In the event of a conflict between this policy and a collective bargaining agreement, the collective bargaining agreement shall prevail to the extent permitted by law.

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Administrative Regulations

Eligibility

Industrial accident and illness leave shall be provided to any employee who sustains an injury or illness arising out of and in the course of employment with the District. By way of illustration and not limitation, this includes injuries or illnesses that occur:

- While performing assigned duties on District premises;
- While traveling on District business
- During District-sponsored activities or events where the employee is acting within the scope of employment;
- Under other circumstances where the injury or illness is compensable under California Workers' Compensation law.

Leave Entitlement

1. Duration of Leave

Employees shall be granted industrial accident and illness leave for up to sixty (60) working days in any one fiscal year for the same industrial accident or illness. The sixty (60) working days need not be consecutive.

For certificated employees, working days are those days on which the employee's services are required.

For classified employees, working days are those days on which the employee is scheduled to work.

2. Non-Deduction from Other Leave Balances

Industrial accident and illness leave shall **not be deducted** from sick leave, vacation, or any other accumulated leave. This leave is in addition to other leave benefits to which the employee is entitled.

3. Compensation During Leave

During industrial accident and illness leave, the employee shall receive full salary without loss of benefits. When an employee is receiving temporary disability indemnity payments

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under Workers' Compensation, the District shall pay only the difference between the employee's regular salary and the amount of temporary disability payments, so that the employee receives full salary.

Coordination with Workers' Compensation

1. Endorsement of Temporary Disability Checks

When an employee receives temporary disability indemnity payments from the Workers' Compensation insurance carrier while on industrial accident and illness leave, the employee shall endorse such payments to the District. The District shall continue to pay the employee's full salary, and the endorsed temporary disability payments shall be credited to the District.

2. Required Workers' Compensation Claim

Employees requesting industrial accident or illness leave shall promptly report the injury or illness and cooperate with the District's workers' compensation reporting and claims procedures, including completion of required claim forms. The District shall provide the employee with the required claim forms and assist in the filing process.

3. Medical Treatment and Examinations

Employees receiving industrial accident or illness leave shall cooperate with the workers' compensation process, including attending medical appointments and examinations required by law, providing work-status reports and medical certifications regarding work restrictions, and complying with District reporting requirements.

Reporting Requirements

1. Initial Report of Injury or Illness

Employees must report any work-related injury or illness to their immediate supervisor and the District office **immediately**, but no later than **24 hours** after the injury or illness occurs or becomes apparent. Late reporting may affect eligibility for benefits.

The report shall include:

- Date, time, and location of the incident;
- Nature and extent of the injury or illness;

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- How the injury or illness occurred;
- Names of any witnesses;
- Medical treatment received or required.

2. Ongoing Communication

Employees on industrial accident and illness leave shall maintain regular communication with the District regarding their medical status, anticipated return to work date, and any changes in their condition. Medical documentation may be required at the District's discretion.

When Industrial Accident Leave is Exhausted

After the sixty (60) working days of industrial accident and illness leave are exhausted, and if the employee is still unable to return to work, the employee may utilize accumulated sick leave, other paid leave, differential pay, or unpaid leave in accordance with applicable law and collective bargaining agreements.

The District shall continue to coordinate with the Workers' Compensation system for ongoing benefits and shall comply with all applicable disability accommodation requirements under federal and state law.

Return to Work

1. Medical Clearance

Before returning to work from industrial accident and illness leave, the employee must provide the District with a medical clearance from their treating physician indicating:

- The employee is released to return to work;
- Whether the return is with or without work restrictions;
- If restrictions apply, the specific nature and duration of such restrictions.

2. Modified Duty and Reasonable Accommodation

If an employee returns to work with temporary restrictions, the District shall engage in an interactive process to determine whether modified or alternative duty is available that is consistent with the employee's restrictions. The District shall provide reasonable

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accommodations as required by law, unless doing so would impose an undue hardship on District operations.

3. Inability to Return to Regular Duties

If an employee is medically unable to return to their regular duties and no suitable modified duty is available, the employee may be eligible for:

- Continued leave under other applicable leave provisions;
- Disability retirement, if eligible;
- Other benefits as determined through the interactive process.

Recurrence of Injury or Illness

If an employee who has returned to work sustains a recurrence of the same industrial injury or illness within the same fiscal year, the employee shall be entitled to the **balance of unused leave** from the original sixty (60) working days, provided the recurrence is medically verified as related to the original injury or illness.

If the injury or illness recurs in a subsequent fiscal year, the employee shall be entitled to a new sixty (60) working days of industrial accident and illness leave.

Fraudulent Claims

Any employee who knowingly makes a false or fraudulent Workers' Compensation claim or material statement or representation for the purpose of obtaining or denying Workers' Compensation benefits or payments is guilty of a felony under California law and shall be subject to disciplinary action, up to and including termination of employment.

Coordination with Collective Bargaining Agreements

This regulation shall be applied in coordination with any applicable collective bargaining agreements. In the event of a conflict between this regulation and a collective bargaining agreement, the collective bargaining agreement shall prevail to the extent permitted by law.

Records and Documentation

The District shall maintain accurate records of all industrial accident and illness leave, including:

- Dates of injury or illness and leave taken;

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- Workers' Compensation claim information;
- Medical documentation and work restrictions;
- Return to work dates and accommodations provided;
- Days of leave remaining in the sixty (60) working day entitlement.

All records shall be maintained in accordance with applicable privacy laws and regulations.

Questions and Assistance

Employees with questions regarding industrial accident and illness leave or Workers' Compensation benefits should contact the District's Human Resources office or the designated Workers' Compensation coordinator.

Legal References

- Education Code § 44984 (*Industrial accident and illness leave for certificated employees)*
- Education Code § 45192 *(Industrial accident and illness leave for classified employees)*
- Labor Code § 3200 et seq. *(Workers' Compensation)*
- Labor Code § 3550-3554 *(Criminal penalties for Workers' Compensation fraud)*
- Government Code § 3540 et seq. *(Educational Employment Relations Act)*
- Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.
- California Fair Employment and Housing Act, Government Code § 12940 et seq.

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Employee Performance Evaluation and Feedback
Policy 5-301

Scope:

This policy applies to all employees of the District, including certificated, classified, and administrative staff.

Purpose

The Governing Board recognizes that effective evaluation and constructive feedback are essential to the success of the District, the growth of its employees, and the achievement of the student outcomes. The evaluation process is designed to promote professional growth, improve services, and ensure accountability across all employee groups.

1. Evaluation and Feedback

All employees shall be evaluated on a regular basis using standards and criteria that are:

- Job-related
- Aligned with District goals and student success
- Conducted fairly, consistently, and in compliance with applicable law

For instructional certificated employees, areas of evaluation shall be based on the following criteria:

- Students' progress toward meeting District standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments
- The instructional techniques and strategies used by the employee
- The employee's adherence to curricular objectives
- The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities

Noninstructional certificated staff shall be evaluated based on their performance of their assigned job responsibilities. Under no circumstances shall the evaluation of any certificated employee be based on publishers' norms established by standardized tests.

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Classified employees shall be evaluated in accordance with applicable Board rules, Personnel Commission rules where applicable (in merit districts), collective bargaining agreements, employment contracts, and District procedures.

2. Documentation

Performance evaluations shall be documented in writing and maintained in the employee's personnel file. Employees shall have the right to review, discuss, and respond in writing to their evaluations.

3. Collective Bargaining Agreements

In the event of any conflict between this policy/its administrative regulations and a collective bargaining agreement, the provisions of the collective bargaining agreement shall prevail.

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Administrative Regulations

1. Frequency of Evaluation

- **Certificated Employees:** In accordance with Education Code §§ 44660–44664:
  - Probationary certificated employees shall be evaluated annually.
  - Permanent certificated employees shall be evaluated at least every other year.
  - Permanent certificated employees with at least 10 years of service, and who meet the criteria outlined in Education Code section 44664(a)(3), may, by mutual agreement, be evaluated every five years, provided prior evaluations were satisfactory. Consent to this evaluative cycle may be withdrawn by either the employee or the District at any time, and will revert to an annual evaluation cycle upon receipt of an unsatisfactory evaluation. Return to a five-year schedule may be reinstated after a positive evaluation is received.
- **Classified Employees:** Shall be evaluated on a regular cycle determined by the Superintendent or designee, and as required by any applicable collective bargaining agreement.
- Certificated administrators and supervisors shall be evaluated as certificated noninstructional personnel in accordance with Education Code section 44662(c). Classified managers and administrators shall be evaluated in accordance with the rules, contracts, collective bargaining agreements, and procedures applicable to classified employees.

2. Evaluation Standards

- Performance standards shall be:
  - Based on **objective, job-related criteria**
  - Free from unlawful discrimination
  - **Communicated to employees in advance of the evaluation.**

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3. Feedback and Improvement

- Evaluations shall include constructive feedback and, where necessary, specific recommendations for improvement.

- Employees shall be provided opportunities for professional development and support when areas of growth are identified.

If a certificated employee is not performing duties in a satisfactory manner according to Board-adopted standards, the District shall notify the employee in writing, describe the unsatisfactory performance, confer with the employee regarding specific recommendations for improvement, and endeavor to assist the employee. Where applicable, the District shall follow Education Code section 44664 regarding improvement programs and Peer Assistance and Review.

4. Documentation

- All evaluations shall be reduced to writing, signed by both the evaluator and the employee, and placed in the personnel file.

- Employees may submit a written response within a reasonable timeframe, which shall be attached to the evaluation and maintained in the personnel file.

5. Due Process and Fairness

Evaluations shall be conducted fairly, consistently, and in accordance with applicable statutes, collective bargaining agreements, Personnel Commission rules where applicable, employment contracts, and District procedures. When an evaluation is used in connection with discipline, dismissal, suspension, nonreelection, release, reassignment, or another adverse employment action, the District shall follow the separate statutory, contractual, and constitutional procedures applicable to that action.

6. Collective Bargaining Agreements

- These administrative regulations shall be applied unless otherwise provided in a collective bargaining agreement lawfully entered into by the District.

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Employee Discipline, Dismissal, and Release
Policy 5-302

Scope:

This policy applies to all District employees, including certificated, classified, and administrative personnel. This policy addresses discipline only. Layoffs and reductions in force are governed separately by law and Board policy.

Purpose

The Governing Board of the District is committed to fostering a fair, respectful, and effective workplace. While disciplining an employee is never an ideal or desired situation, sometimes circumstances warrant it. In these cases, the District will act consistently with law, contract, and fairness to protect the integrity of its educational program and workplace.

Guiding Principles

1. Progressive and Corrective

- The District strives to employ a progressive discipline model that begins with the least severe action appropriate to the situation. However, nothing in this policy shall prohibit the District from seeking more severe discipline, including termination, when, in the District's view, an employee engages in misconduct warranting such discipline.
- The intent of discipline is corrective: to notify the employee of inappropriate conduct or performance and provide an opportunity to improve.

2. Due Process and Fairness

Employees shall receive all due process protections to which they are entitled by state and federal law, as well as the U.S. and California constitutions.

3. Collective Bargaining Agreements

Where provisions of a collective bargaining agreement differ from this policy or its regulations, the agreement shall prevail to the extent permitted by law.

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4. Paid Administrative Leave and Investigatory Action

The District may place an employee on paid administrative leave pending investigation, pending consideration of employment action, or for other District operational reasons. Paid administrative leave is not discipline and does not create a right to a hearing or appeal unless required by law.

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Administrative Regulations

Administrative Regulation 5-302A

Certificated Employee Discipline

1. Permanent Certificated Employees

Dismissal or suspension of a permanent certificated employee shall be processed in accordance with the Education Code, including applicable provisions of Education Code sections 44932 through 44944 and related statutes.

2. Probationary Certificated Employees – Nonreelection

The Board may non-reelect a probationary certificated employee for the succeeding school year in accordance with Education Code section 44929.21 and applicable state and federal laws. The Superintendent or designee shall prepare and serve such notices following Board action.

3. Probationary Certificated Employees – Mid-Year Dismissal or Suspension

A probationary certificated employee may be dismissed during the school year, or suspended without pay as an alternative to dismissal, in accordance with Education Code section 44948.3. Dismissal shall be based on any cause set forth in Education Code section 44932, or for unsatisfactory performance determined pursuant Education Code section 44660, et seq.

If the District seeks to dismiss an employee for such causes, the following procedures shall apply:

a) The employee shall be given 30 days' notice of their dismissal, no later than March 15 in the case of a second-year probationary employee. The notice shall include a statement of the reasons for the dismissal and notice of the opportunity to appeal. If the cause for the employee's dismissal includes unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code 44664 will be included.

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b) Upon receipt of the notice of dismissal, the employee shall be deemed to have waived their right to hearing, and may be immediately dismissed and suspended, if no request for a hearing is submitted to the Board within 15 days.

c) If a hearing is requested, the District may arrange for the appointment of an administrative law judge to conduct the hearing and to recommend a decision to the Board. The Board shall retain final authority to dismiss the employee. Alternatively, the Board may hear the case itself. In all cases, the technical rules of evidence shall not apply, nor shall any party be entitled to discovery, motion practice, or other formal adjudicatory procedures, including, but not limited to, those set forth in Government Code section 11500, et seq., unless explicitly required by law.

d) Any decision to terminate the probationary employee shall be supported by a preponderance of the evidence.

4. Temporary and Substitute Certificated Employees

Temporary, substitute, short-term, and other non-probationary/non-permanent certificated employees may be released, discontinued, or not reemployed in accordance with applicable law, including Education Code section 44954 where applicable.

5. Certificated Administrative or Supervisory Employees

Release or reassignment of a certificated employee from an administrative or supervisory position shall be processed in accordance with Education Code section 44951 and other applicable law.

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Administrative Regulation 5-302B

Classified Employee Discipline

1. Probationary Employees

A probationary employee may be released at-will during their probationary period. An employee who fails to complete a promotional probationary period shall be returned to the classification from which the employee was promoted, unless separate cause exists for disciplinary action.

2. Causes for Discipline

A permanent classified employee shall not be disciplined except for cause. Causes for discipline include, but are not limited to, the following:

a) Incompetence
b) Inefficiency
c) Unsatisfactory performance
d) Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6
e) Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)
f) Neglect of duty.
g) Insubordination, including, but not limited to, refusal or failure to obey a lawful and reasonable directive.
h) Dishonesty, falsification, fraud, theft, or misappropriation of District property, funds, records, time, or resources.
i) Discourteous, abusive, threatening, intimidating, or inappropriate conduct toward students, parents/guardians, employees, vendors, or members of the public.
j) Conduct that endangers or reasonably may endanger the health, safety, or welfare of students, employees, or others.
k) Violation of federal or state law, Board policy, or Administrative Regulation.
l) Absenteeism, tardiness, or abuse of leave.
m) Unauthorized absence from duty.

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n) Unauthorized disclosure, misuse, or failure to protect confidential student, personnel, medical, legal, or District information.
o) Misuse, damage, waste, or unauthorized use of District property, equipment, technology, vehicles, records, funds, or facilities.
p) Possession, use, sale, distribution, or being under the influence of alcohol, cannabis, controlled substances, or intoxicants while on duty, while on District property, or while performing District-related duties, except as authorized by law and consistent with District policy.
q) Failure to maintain a license, certificate, permit, authorization, physical qualification, driving qualification, or other requirement of the employee's position.
r) Failure to cooperate in a District investigation, including dishonesty or intentional withholding of material information sought by the District during an investigation.
s) Retaliation against any person who reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on or directly related to the job.
t) Any other failure of good behavior, whether on or off-duty, that discredits or undermines the employee's ability to render District service.

Discipline shall not be based on causes that arose before the employee became permanent in the classification, nor on causes that arose more than two years before the date of the notice of disciplinary action, unless the cause was concealed or was not disclosed by the employee when the employee reasonably should have disclosed the facts to the District.

3. Notice of Proposed Discipline and Pre-Disciplinary Response

Before imposing disciplinary action, the District shall provide written dismissal charges notifying the employee of the proposed discipline. The charges shall include, at minimum:

a) The proposed disciplinary action.
b) The proposed effective date.
c) The causes for the proposed discipline.
d) The specific acts or omissions supporting the proposed discipline, stated in ordinary and concise language.
e) The specific Board policies, administrative regulations, District rules, job duties, directives, laws, or other standards allegedly violated.
f) Notice of the employee's right to informally respond before a final decision is made, in accordance with *Skelly v. State Personnel Board* (1975) 15 Cal. 3d 195.
g) The deadline and procedure for providing such informal response.

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h) A statement of the employee's right to a hearing on the charges, and the time within which the hearing may be requested that shall be not less than five days after service of the notice to the employee, a form or paper, the signing and filing of which shall constitute a demand for hearing and a denial of all charges.

4. **Informal Response**

The employee's informal response ("*Skelly* Meeting") shall be considered by a designated administrator (*"Skelly* Officer") in accordance with *Skelly v. State Personnel Board* (1975) 15 Cal. 3d 195. The *Skelly* officer shall review the charges and supporting documentation, and consider the employee's response, after which the administrator shall issue a written decision upholding or denying the recommended discipline. The written decision shall be provided to the employee using any reasonable method calculated to result in receipt.

5. Hearing Request

The employee may request a hearing on the charges by timely filing a request for hearing in accordance with the dismissal charges. A timely demand shall be deemed a denial of all charges.

The hearing request must be submitted to the office of the Superintendent or designee during that office's normal business hours. If the request is mailed, it must be received or postmarked within the time period established by the District. If the District issues a suspension without pay together with a recommendation for dismissal, a timely request for a dismissal hearing shall also be deemed a request to challenge the suspension, and the propriety of the suspension shall be addressed at the hearing.

If the employee does not timely request a hearing, the employee shall be deemed to have waived their right to hearing and consented to the noticed discipline, and the discipline may be effectuated by the District immediately.

6. Status Pending Hearing

Following the *Skelly* Meeting, the District may place the discipline into effect before the hearing if the *Skelly* Officer determines, by a preponderance of the evidence, that at least one of the following applies:

a) The employee engaged in criminal misconduct;
b) The employee's continued presence presents a risk of harm to pupils, staff, or property; and/or
c) The employee has committed habitual violations of District policies or regulations.

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If the employee timely requests a hearing before the Board or before an impartial third-party hearing officer authorized by law or agreement, the District may cease paying the employee before the final decision after thirty (30) calendar days from the date of the employee's hearing request.

7. Hearing Officer or Board Hearing

Unless otherwise required, a timely requested hearing shall proceed before the Board. If desired, the Board may designate a hearing officer or administrative law judge to hear the case and provide an advisory decision for the Board's consideration. However, if the causes supporting the employee's termination include egregious misconduct involving, as defined in Education Code section 44932, the Board shall delegate its decision-making authority to a judge, as defined in Education Code section 44990.

At any time prior to hearing, the District may submit amended dismissal charges. If the amended charges contain new causes or new allegations of material significance, the employee must be provided a reasonable period of time to prepare a defense.

The hearing shall provide the employee a fair opportunity to contest the charges and the proposed discipline. The employee shall have the right to legal representation, to present evidence, to respond to evidence presented by the District, and to question witnesses as permitted by the hearing officer, judge, or Board. The District shall bear the burden of proof. The standard of proof shall be preponderance of the evidence.

The technical rules of evidence shall not apply at any hearing, nor shall any party be entitled to discovery, motion practice, or other formal adjudicatory procedures, including, but not limited to, those set forth in Government Code section 11500, et seq., unless explicitly required by law.

The final decision of the Board or authorized hearing officer shall be in writing, and shall be issued within a reasonable time. If an advisory decision is issued, the Board shall have the authority to adopt the advisory decision in full, or to modify the decision or proposed penalty in accordance with the evidence introduced at hearing.

If an impartial third-party hearing officer has been delegated final decision-making authority pursuant to law and applicable agreement, the Board's review shall be limited to the extent permitted by law and the applicable agreement.

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Appropriate Student Boundaries
Policy 5-303

Scope:

The Governing Board adopts this policy to promote safe environments for student learning and engagement, including environments in which adult-student interactions remain professional and appropriate.

Purpose

The Governing Board recognizes the importance of maintaining appropriate boundaries between students and District employees, volunteers, and contractors. In accordance with Education Code section 32100, this policy is intended to outline and enforce those boundaries.

1. Professional Boundaries Between Pupils and Covered Individuals

In accordance with Education Code section 32100, District employees, adult volunteers, and school contractors (collectively "Covered Individual"), are required to maintain appropriate professional boundaries with students at all times. As such, interactions with students shall at all times serve a legitimate purpose directly related to instruction or other duties the Covered Individual is required to perform. Additionally, Covered Individuals shall avoid engaging in any behavior with a student that does create, or reasonably creates the appearance of, an inappropriate student relationship, whether from the perspective of a student, staff member, parent/guardian, community member, or any other party.

2. Examples of Prohibited Behavior

By way of illustration, not limitation, Covered Individuals shall not engage in the following behavior, which presumptively violates their obligation maintain appropriate student boundaries:

- Maintaining a romantic relationship with a student, regardless of age.
- Touching a student for a purpose other than that necessary to perform assigned duties or responsibilities
- Making comments to a student of a sexual or obscene nature, whether joking or serious
- Meeting, or attempting to meet, with a student outside of school without express parental consent or as otherwise necessary to perform assigned duties
- Providing undue personal attention or privileges to a student in a way that reasonably suggests an improper motive

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- Electronically communicating, or attempting to communicate, with a student outside of school through any means other than a District-approved communications system without the express consent of the student's parent/guardian, and without providing a copy of such communication to the parent/guardian and the District
- "Friending," "following," or otherwise interacting with students over any social media platform

The above list is not exhaustive. Covered Individuals remain responsible for ensuring that all behavior remains consistent with the terms of this policy, and as reasonably directed by the Superintendent or designee or site administration.

3. School Facilities and Furnishings

District school facilities and furnishings, including classroom and nonclassroom environments, shall be maintained, arranged, and used in a manner that promotes safe environments for learning and engagement and allows for reasonable adult supervision.

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Childbirth, Parenting, and Lactation Accommodation
Policy 5-401

Scope:

This policy applies to all District employees, including certificated, classified, supervisory, management, confidential, part-time, and probationary employees.

Purpose

The Governing Board recognizes the importance of supporting employees through all stages of family development, including pregnancy, childbirth, bonding with a new child, and lactation. This policy ensures compliance with applicable federal and state laws and reflects the District's commitment to providing a family-friendly and equitable workplace.

1. Pregnancy and Childbirth Accommodation

The District shall provide reasonable accommodations for pregnancy, childbirth, or related medical conditions upon request unless doing so would impose an undue hardship on District operations. Accommodations may include modified duties, additional breaks, seating or ergonomic modifications, temporary transfer, or a leave of absence. The District shall engage in a timely, good faith interactive process with the employee to identify appropriate accommodations.

2. Pregnancy Disability Leave (PDL)

An employee disabled by pregnancy, childbirth, or a related medical condition is entitled to up to four months of protected leave per pregnancy. Leave may be taken continuously, intermittently or on a reduced schedule. PDL may run concurrently with other leave entitlements, and upon conclusion of PDL, the employee is entitled to reinstatement to the same or comparable position.

3. Parental Leave – Bonding with a New Child

Eligible employees are entitled to up to 12 workweeks of job-protected leave under the California Family Rights Act (CFRA) to bond with a newborn, adopted, or foster child within one year of birth or placement. This may run concurrently with federal FMLA leave. Employees may use accrued sick leave, vacation, or differential pay. Parental leave is available to all parents, regardless of gender or birthing status.

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4. Lactation Accommodation

The District shall provide reasonable break time and a lactation accommodation space for employees who need to express breast milk.

The lactation space shall:

- Be safe, clean, and free from hazardous materials;
- Not be a bathroom;
- Be shielded from view and free from intrusion;
- Be in close proximity to the employee's work area;
- Include a place to sit;
- Include a flat surface for placing a breast pump and personal items;
- Have access to electricity or alternative devices needed to operate a breast pump;
- Be located near access to running water; and
- Provide access to a refrigerator or other cooling device suitable for storing expressed milk.

Employees shall be granted a reasonable amount of time to express milk. Breaks shall run concurrently with existing paid rest breaks. Additional time beyond normal breaks may be unpaid.

5. Non-Discrimination and Retaliation

The District prohibits discrimination, harassment, interference, coercion, intimidation, or retaliation against any employee for:

- Requesting or receiving pregnancy-related accommodations;
- Requesting or taking Pregnancy Disability Leave;
- Requesting or taking parental bonding leave;

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- Requesting or using lactation accommodations;

- Exercising any right protected by federal or California law.

6. Complaint Procedures

- Employees who believe they have been denied rights provided by this policy may report concerns to the Human Resources Department.

- Employees may also file complaints with appropriate state or federal agencies, including the California Civil Rights Department, the California Labor Commissioner's Office, or the United States Department of Labor, as applicable.

- The District shall investigate complaints promptly and shall take appropriate corrective action when warranted.

7. Policy Distribution

This policy shall be provided:

- Upon hire;

- Upon an employee's request for parental or disability-related leave;

- Upon any request for lactation accommodation; and

- It shall also be included in employee handbooks and posted in prominent workplace locations.

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Administrative Regulations

1. Request Process

- Employees shall submit written requests for leave or accommodation to Human Resources or their site administrator. Requests for lactation accommodation should include proposed timing and duration of lactation breaks.

2. Interactive Process

- HR shall engage in a timely, good faith interactive process with the employee to identify accommodations. Medical documentation may be required for pregnancy-related accommodations as permitted by law.

3. Leave Management

- Employees may elect to use accrued leave balances. Once exhausted, differential or unpaid leave shall apply according to the employee's classification and applicable law or contract.

4. Lactation Room Implementation

- Each site administrator shall identify a compliant space. Temporary solutions shall be arranged for itinerant staff or campuses lacking a permanent room.

5. Training

- HR staff, supervisors, and site administrators shall receive periodic training on employee rights, accommodation procedures, and policy enforcement.

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Comprehensive School Safety Plan
Policy 6-100

In compliance with Education Code, this policy requires the District to maintain and annually review a comprehensive school safety plan for each school site.

Purpose

The District is committed to ensuring the safety and well-being of all students, staff, and visitors. This policy outlines the framework for developing and maintaining a Comprehensive School Safety Plan ("CSSP") that meets state requirements and supports our small district community.

Scope:

This policy applies to all school sites and district operations. In a single-school district, the requirements for the CSSP apply to that school site and are coordinated by the district.

1. Plan Development and Review

- For each school site, a school site council, established pursuant to law, must develop a Comprehensive School Safety Plan in collaboration with law enforcement, fire department, and other first responders. The school site council can delegate this responsibility to a school safety planning committee, made up of the members defined in Education Code § 32281.
- The District will create a district wide Comprehensive School Safety Plan that is applicable to each school site.
- The plan shall be reviewed and updated by March 1st of each year in accordance with California Education Code § 32286.
- The Board of Trustees shall approve the CSSP for each school site at a regular public meeting.

2. Required Plan Components

- The CSSP shall include assessment of the current status of crime committed on school campuses and at school-related functions.
- The CSSP shall include all procedures and strategies as required by law, including, but not limited, for:
  - Child abuse and neglect reporting procedures

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- Procedures specifically designed to address the supervision and protection of children from child abuse, neglect, or sex offenses
- Disaster procedures, routine and emergency plans, including earthquake emergency procedure system, procedures to allow public agencies to use school facilities and equipment for mass care and welfare shelters during disasters and other emergencies, procedures to identify appropriate refuge shelter for all students and staff in the event of an evacuation order in the event of a fire.
    a. Must include adaptations for students with disabilities in accordance with the Americans Disabilities Act, Individuals with Disabilities Education act, and Section 504 of the Rehabilitation Act.
- Student discipline policies that include serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Notification to teachers of student conduct violations, in accordance with Education Code § 49079. Teachers shall be informed when a student under their supervision has engaged in or is reasonably suspected to have engaged in certain violent acts or offenses, as required by law.
- Discrimination and harassment policies.
- Schoolwide dress code policies pursuant to Education Code § 35183 prohibiting "gang-related apparel," if the school has adopted such policy.
- Safe ingress and egress of pupils, parents, and staff to and from school.
- A safe and orderly environment conducive to learning.
- School discipline rules and procedures adopted pursuant to Education Code §§ 35291, 35291.5, 47605, and 47605.6.
- Tactical response procedures, including coordination with local law enforcement for criminal incidents on or near campus. This includes procedures relating to active shooters and individuals with guns on campus. Where such procedures include conducting active shooter drill(s) the school:
    a. Shall not conduct a high-intensity drill;
    b. Shall not use real weapons, gunfire blanks, or explosions; and
    c. Shall ensure a trauma-informed approach.
- Procedures to assess and respond to reports of dangerous, violent, or unlawful activity, being threatened or conducted on school property, at a school sponsored activity, or on a school bus serving the school.
- Procedures to respond to an induvial experiencing sudden cardiac arrest or other similar life-threatening medical emergency on school grounds.
- Procedures for notifying parents/guardians and school personnel when the school confirms the presence of immigration enforcement at the school site.

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- For schools that serve students in grades 7 to 12, procedures for when a student is suffering or reasonably believed to be suffering from an opioid overdoes.
- The CSSP shall include an instructional continuity plan to address learning during emergencies or disruptions, including pandemics, natural disasters, or other prolonged closures.
- Provisions authorizing the prohibition of student smartphone possession or use during an emergency or in response to a perceived threat of danger, if applicable. (Ed. Code § 48901.7.)

3. Advisable Plan Components

- Bullying procedures
- Guidelines regarding the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campuses. These guidelines should include strategies to create and maintain a positive school climate, school safety, pupil achievement, prioritize mental health and intervention services, restorative and transformative justice programs, positive behavior interventions and supports, and protocols to address pupils who have witnessed a violent act. (Ed. Code § 32282.1.)
- Procedures for responding to the release of pesticide or other toxic substances from properties located within one-quarter mile of a school. (Ed. Code § 32284.)
- Lockdown, shelter-in-place, and evacuation procedures that are age-appropriate, including practice drills.
- Youth Suicide Prevention Policy.
- Pandemic Influenza Checklist and resources and a Pandemic Plan.
- Continuity of Operations Plan

4. Coordination with Other Policies

- All elements of the plan must be age-appropriate and consider the specific needs of the school community, and they should align with the district's transportation, discipline, mental health, and wellness policies.

5. Posting and Access

- A summary of the CSSP shall be posted on the district website and available at each school site office.

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6. Public Review and Accountability

- The District shall review and update its Comprehensive School Safety Plan by March 1st on an annual basis.
- Each July, the District shall include a report on the status of the CSSP, including a description of its key elements, in the School Accountability Report Card (SARC).
- An updated file of all safety-related plans and materials shall be readily available for inspection by the public at the district office or school site.
- Prior to adopting the CSSP, the District shall hold a public meeting at a school site to provide an opportunity for public input.
- Written notification of the public meeting shall be sent to the following, when applicable:
    - The local mayor or county board of supervisors (for unincorporated areas)
    - Representatives of local employee organizations
    - Representatives of parent-teacher associations or parent organizations
    - Representatives of teacher organizations
    - Student body government representatives (for applicable grade levels)
    - Any individuals who have requested notification of school safety plan meetings

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Transportation and Commuter Safety
Policy 6-101

Scope:

This policy applies to district-operated school bus drivers, school buses, student walkers and bicyclists, and parent drop-off and pick-up zones.

Purpose
The District is committed to ensuring the safety of all students, staff, and families as they travel to and from school and school-sponsored activities.

1. Driver Qualifications

All bus drivers must meet licensing and training requirements and defined in Vehicle Code § 12517 and all other applicable law.

2. Transportation Safety Plan

The Superintendent or designee shall create a transportation safety plan for procedures school personnel are to following order to ensure the safe transport of students. The plan shall address all of the following required in Education Code § 39831.3:

- Determining if students in prekindergarten through 8th grade require and escort to cross the road pursuant to Vehicle Code 22112(d)(1);
- Procedures for all students in prekindergarten through 8th grade to follow as they board and exit the bus at their bus stops;
- Boarding and exiting a school bus at a school or other trip destination;
- Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus; and
- Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus.

A current copy of this transportation safety plan is required to be kept by each school site and made available to the California Highway Patrol ("CHP") upon request.

A. Emergency Transportation Planning

- The District shall integrate transportation protocols into emergency response and disaster preparedness planning, including coordination for evacuation procedures when necessary.

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3. School Bus Safety Procedures

A. Daily Vehicle Inspections

- All school buses shall be maintained and operated in compliance with California Vehicle Code §§ 34500-34520.

Bus drivers are required to perform daily bus inspections and submit written reports in compliance with the requirements of 13 C.C.R. § 1215. Before driving the bus, the driver must inspect each school bus to determine that is in safe operating condition, equipped as required by law, and all equipment is in good working order.

B. Passenger Restraint System.

Bus drivers shall be instructed regarding procedures to enforce proper use of the passenger restraint system.

C. Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher, except for wheelchair school buses which shall have two, located in the driver's compartment and at the wheelchair loading door or emergency exit for wheelchair school buses. The fire extinguishers will meet the standards and required inspections specified by the law.

D. Child Safety Alert System

Each school bus or student activity bus shall be equipped with an operational child safety alert system pursuant to Vehicle Code § 28160.

A student activity bus that does not have a child safety alert system may be used under specific circumstances pursuant to Vehicle Code § 28160.

E. Electronic Communications Devices

A bus driver shall not use a wireless telephone or other electronic wireless communications device while operating a school bus or student activity bus unless it is used in a manner permissible under Vehicle Code §§ 23123.5, 23125 and used for work or emergency related purposes.

F. Safe Bus Operations

School buses and student activity buses shall not be operated when the number of passengers exceeds bus seating capacity, except when necessary in specified emergency situations which require that individuals be transported immediately to ensure their safety, pursuant to Education Code § 39834.

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School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility, pursuant to Vehicle Code § 34501.6.

G. Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code § 39842; 13 C.C.R. § 1256.5)

4. Bus Accidents

In the event of a school bus accident, the bus driver shall stop at the scene, immediately notify or cause to be notified the California Highway Patrol and the Superintendent or designee. The bus driver shall not leave the immediate vicinity of the bus to seek aid unless necessary.

The Superintendent or designee shall maintain a report of each accident that occurred on a public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five (5) working days of the date of the accident.

5. Pick-up and Drop-Off Safety

- Each school site shall maintain a clear traffic flow plan to ensure safe ingress and egress for students, parents, and staff.

- Designated areas for pick-up and drop-off shall be clearly marked and supervised during high-traffic times.

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6. Pedestrian and Bicycle Safety

- The District shall promote safe walking and biking through age-appropriate education and reinforcement of pedestrian and bicycle safety laws.

- Students under the age of 18 riding bicycles must wear helmets as required by Vehicle Code §21212.

7. Safe Routes to School

- The District encourages collaboration with local government, law enforcement, and transportation agencies to identify and maintain safe routes to school

- Opportunities to pursue grants or support for infrastructure improvements that enhance student commuter safety will be evaluated when feasible.

8. Student Safey Instruction

Students must follow safety rules while riding buses, and annual emergency evacuation drills shall be conducted in accordance with Education Code § 39831.5 and all other applicable law.

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. The instruction must be provided as follows:

- Upon registration, the parents/guardians of students in prekindergarten through 6th grade who have not previously been transported in a school bus or student activity bus will be provided with written information on school bus safety. That information will include:
  - A list of school bus stops near the student's home;
  - General rules of conduct at school bus loading zones;
  - Red light crossing instructions;
  - School bus danger zone; and
  - Walking to and from the school bus stops.

- At least once school year, all students in prekindergarten through 8th grade who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to:
  - Proper loading and unloading procedures, including escorting by the driver;
  - How to safely cross the street, highway, or private road;
  - Instruction on the use of passenger restraint systems including:
    - The proper fastening and release of the system;

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        - The acceptable placement of the system on students;
        - The times at which system should be fastened or released; and
        - The acceptable placement of the system when not in use.
    - Proper passenger conduct
    - Bus evacuation procedures
    - Location of emergency equipment
- This instruction may also include the responsibilities of passengers seated next to an emergency exit. As part of this instruction, students shall evacuate the school bus through emergency exit doors.
- Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This may also include the responsibilities of passengers seated next to an emergency exit.
- Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

Each time the instruction is given the information below must be recorded and remain on file at the District office or the school site for one (1) year and is subject to inspection by the Department of the California Highway Patrol.

- The Name of the District
- Name and location of the school
- Date of instruction
- Names of supervising adults
- Number of students participating
- Grade levels of students
- Subjects covered in the instruction
- The amount of time the instruction took
- Bus driver's name
- Bus number
- Any additional remarks

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9. Authority of Driver

Students that are transported in a school bus or in a student activity bus are under the authority of the bus driver. The bus driver is responsible for the orderly conduct of the students while they are on the bus or being escorted across the road. Student refusal to submit to the authority of the bus driver is sufficient reason for the student to be denied transportation. However, the bus driver will not require a student to leave the bus while enroute.

Procedures relating to suspension of riding privileges are governed by Board Policy and Administrative Regulation 3-104.

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Immigration Enforcement on Campus And Notification Procedures Policy 6-102

Scope:

This policy applies to all District employees, volunteers, and contractors at any District school-site, including school-sponsored events and transportation.

Purpose

The purpose of this policy is to ensure compliance with the Education Code, the California Attorney General's Model Policies, and other applicable federal and state laws by clearly defining how the District responds when immigration enforcement activity is requested or occurs on a school site. This policy shall be updated as necessary to remain consistent with the Attorney General's Model Policies and the law.

Access to Student and Employee Information

1. Any request for information, records, or access to a student by law enforcement or immigration authorities must be immediately referred to the Superintendent or Custodian of Records.
2. To the extent permissible, information regarding students, their families, teachers, or employees will not be disclosed to immigration enforcement without a judicial subpoena, warrant, or court order. The District will seek advice from legal counsel as necessary.
3. No student information or records, including personal information as defined by Civil Code § 1798.3(a) and information that might indicate a student's or family's citizenship or immigration status, shall be released without proper legal authorization, in compliance with the Family Education Rights and Privacy Act ("FERPA") and other applicable laws, and with approval by the Superintendent or Custodian of Records.
    - Upon receiving a request for information related to a student's or family's immigration or citizenship status:
        - The District shall obtain the contact information of the person whom a response to the request should be directed.
        - The Superintendent or Custodian of Records shall be notified of the request, the requestors contact information, and the date designated for production.
        - Make a photocopy of the request and consult with legal counsel.
        - Students and families will be provided with appropriate notice and a description of the request.

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- Any verbal or written requests for information by an officer or employee of an agency for immigration enforcement purposes will be documented.
- Students and parents/guardians will be provided with any documents provided by the officer or employee seeking the information, unless otherwise prohibited.

- Parents/guardians will be provided notification of any court orders, warrants, or subpoenas except in investigation of suspected child abuse, neglect or dependency or when otherwise prohibited.
- The District will make every effort to receive written parental consent or eligible student consent for release of student information, unless the information is for directory information only. The parent/guardian or eligible student is not required to sign a consent form. However, if consent is obtained the District will permanently keep the consent notice with the record file. If consent is not obtained the District will not release the records unless it is required too. The consent must include:
  - Parent/guardian or eligible student signature and date
  - A description of the records to be disclosed
  - The reason for release of information
  - The parties receiving the information
  - If requested by the parents/guardians or eligible student a copy of the records to be released.

4. Release of directory information is handled pursuant to separate District policies governing the release of such information.
5. Pursuant to Government Code § 7285.2 and because personnel records are generally considered private and confidential and not subject to release under the California Public Records Act ("CPRA") no District employee contractor, or volunteer shall release personnel records, personal information, or any other confidential information about an employee to an officer or employee of an agency conducting immigration enforcement without a valid judicial warrant, subpoena, or court order, or unless required by law.
   - The same procedures outlined above shall apply to such requests.

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Enrollment Information

1. The District maintains Policy 2-202 regarding gathering and handling sensitive student information. Appropriate personnel will receive training regarding such policies, as discussed below.
2. All students will be treated equitably in the receipt if all school services including gathering student and family information for such services.
3. No District employee, contractor, or volunteer shall inquire about or collect information regarding the citizenship of immigration status of a student or the student's family members, except as required by state or federal law or to administer a state or federally supported educational program. District staff will not require information or documents, to the exclusion of other permissible information or documents regarding the citizenship or immigration status of a student.
    - The District prohibits the use of information that could indicate immigration status to discriminate against any students or families or as a bar to enrollment or attending school. The District prohibits discriminating against students and families, or barring students from enrolling or attending school where the parent or guardian declines to provide information that could indicate immigration status.
4. District staff shall not request information about, or documents pertaining to, immigration status including, but not limited to, a driver's license, a social security number or card, a passport, a visa, a birth certificate, a permanent resident card, or other immigration-related documentation unless required by state or federal law.
5. To the extent the District is required to collect the last four digits of an adult household member's social security number, the District will explain the limited purpose for which the information is collected and clarify that failure to provide the information will not bar the student from enrolling or attending the school. To the extent state or federal law requires submission of national origin information as part of the requirements of a special program, District staff will keep that information separate from the school enrollment process.
6. Where permitted by law, alternative means for establishing residency, age, or other eligibility criteria for enrollment, such as documentation that is available to all persons regardless of immigration or citizen statute or national origin and do not reveal information related to citizenship or immigration status will be used. The method of age verification shall be noted.
    - Where alternative documents or information are permitted the District procedures and forms will so indicate and include all authorized alternatives.

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Prohibition on Immigration and Registries

1. The District shall not use its resources or data, including the collection, compilation, dissemination, or use of personally identifiable student information, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
2. The District shall not contract with organizations or entities for the purpose of compiling such lists, registries, or databases.
3. The District shall not make District resources available for the purpose of creating a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Annual Notification to Parents/Guardians

The District will provide annual notice parents/guardians of the District's general information policies that include the following:

- Assurances that the District will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by the District.
- A list of the circumstances or conditions under which the District might release student information to third parties.
- A statement that unless the District is providing directory information or information that is disclosable without parental consent under FERPA or the Education code, the District will notify parents/guardians or eligible student and receive their written consent before releasing student information.
- Even if the District is permitted to release the education records without parental consent, the District is required to notify the student and their family unless an exception exists. The District will explain the exceptions that do not require prior notification.
- The District's directory information policy.

Access to District Property

1. The District shall not grant access to any nonpublic area of a school site to immigration enforcement officers without a valid judicial warrant, subpoena, or court order.
2. Outsiders, including immigration enforcement officers must register with the site principal or designee in order to enter or remain on school grounds.
3. To the extent practicable, provided there are no exigent circumstances requiring immediate action and if the immigration officer does not have a valid warrant or court order that

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provides the basis for the visit, the officer must provide the following information to the site principal or designee:

- Name, address, occupation;
- Age if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

4. The District shall adopt measures for responding to outsiders that avoid classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.
5. The District shall post signs at the entrance of each school site notifying outsiders of the hours and requirements for registration.
6. Staff shall report entry by immigration enforcement to any on-site police, security officers, or other appropriate administrators as would be required for any unexpected or unscheduled outside visitor coming onto campus.
7. In response to an immigration officer's presence on campus for immigration purposes, staff shall:
    - Notify the Superintendent or designee;
    - Advise the officer that absent exigent circumstances the school must first receive notification and direction from the Superintendent or designee;
        - If the officer declares exigent circumstances exist and demands immediate access, comply with the orders and immediately contact the Superintendent or designee.
    - Ask to see and make a copy of the officer's credentials showing the officer's name and badge number and ask for the phone number of the officer's supervisor;
    - Ask for and document their reasons or being on school grounds;
    - Ask the officer for any documentation that authorizes school access and make and maintain a copy of all documents provided by the officer;
        - If there is an U.S. Immigration and Customs Enforcement ("ICE") administrative warrant staff shall inform the officer that they cannot consent to any request without first consulting the District legal counsel or designee.
        - If there is a federal judicial warrant, prompt compliance is usually legally required. If feasible consult with the District's legal counsel or designee before providing access.
        - If there is a subpoena for production of documents or evidence, immediate compliance is generally not required. Legal counsel or designee shall be informed, and staff shall await further instruction.

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- Shall not physically impede the officer even if they are exceeding their authorization. If the officer enters without consent, staff shall document the officers actions while on campus and to the extent feasible accompany them at all times.
- Promptly take written notes of all interactions with the officer including:
  - List or copy of the officer's credentials and contact information;
  - Identify of all school personnel who communicated with the officer;
  - Details of the officer's request;
  - Whether the officer presented a warrant or subpoena and if so, what was requested and whether it was signed by a judge;
  - Staff's response to the officer's request;
  - Any further action taken by the officer; and
  - Photo or copy of any documents presented by the officer.

These notes shall be provided to District's legal counsel or designee.

8. The Superintendent or designee shall report to the Governing Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for access to a school site, for access to a student, or for information about a student, a student's family, or a District employee. The report will include the officer's requests and action and the District's response. Such reports shall be made in a manner that protects the privacy of individuals involved.
9. An email regarding any attempt by an officer to access a school site or student for immigration enforcement purposes will be sent to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov.

Notification Procedures

1. The District must receive consent from the student's parent or guarding before a student can be interviewed or searched by an officer seeking to enforce civil immigration laws at the school unless, the officer presents a valid, effective warrant signed by a judge or a valid, effective court order.
2. The Superintendent of designee shall immediately notify the student's parents/guardians if an officer requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a valid warrant or subpoena that restricts the disclosure of the information to the parent/guardian.

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3. The Superintendent or designee shall provide parents/guardians with information regarding their rights related to immigration enforcement, including:
    - The right of students to a free public education regardless of immigration status or religious beliefs
    - The Immigration – Enforcement Actions at California Schools Guide for Students and Families, also known as "Know Your Educational Rights" developed by the Attorney General
        - This will also be posted in the administrative buildings of the District and on the District's website and each school site's website in every language provided by the Attorney General. This will be updated the school year following any published updates by the Attorney General.
    - The Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues issued by the Attorney General.
    - Information on how to access legal resources and know-your-rights information
    - The types of immigration enforcement actions that may occur at or near schools
    - The steps parents/guardians can take to prepare, including designating an emergency contact and updating school records with current emergency information
    - Notification that parents/guardians may update their child's emergency contact information at any time.
    - Information provided within the emergency cards will only be used in response to specified emergence situations, and not for any other purpose.

Student and Employee Protections

1. Students shall not be denied equal rights and opportunities, or be subjected to unlawful discrimination, harassment, intimidation, or bullying in the District's programs and activities on the basis of the student's or family's actual or perceived immigration status, citizenship status, national origin, or other protected characteristic. Policies and Procedures regarding these rights and the complaint process are provided in Board Policy and Administrative Regulation 1-102.
    - Students who are victims of hate crimes have a right to report such crimes.
    - These policies will be translated into the student's primary language if at least 15% of the student enrolled in the school speak a single primary language other than English.
2. Employees shall not be denied equal rights and opportunities, or be subjected to unlawful discrimination, harassment, intimidation, or bullying on the basis of actual or perceived immigration status, citizenship status, national origin, or any other protected characteristic. Policies and Procedures regarding these rights and the complaint process are provided in Board Policy and Administrative Regulation 1-101.

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When a Parent/Guardian Has Been Detained or Deported

1. The District encourages families and students to have and know their emergency phone numbers, know where to find important documentation including birth certificates, passports, social security cards, doctors' contact information, medication lists, lists of allergies, etc., to allow them to be prepared in the event a family member is detained or deported.
2. The District permits students and families to update students' emergency contact information needed throughout the school year, and provide alternative contacts if no parent/guardian is available.
   - Families may include the information of an identified trusted adult guardian as a secondary emergency contact in case of a student's parent/guardian being detained.
3. In the event a student's parent/guardian has been detained or deported the Superintendent or designee shall use the student's emergency contact card information and release the student to an individual designated as an emergency contact. Alternatively, the Superintendent or designee shall release the student into the custody of a person who presents a Caregiver's Authorization Affidavit pursuant to Family Code § 6552, for the student.
4. The District will only contact child protective services if the superintendent or designee are unsuccessful in arraigning for the timely care of the child through the above-mentioned means or other information/instructions conveyed by the parent/guardian.

Staff Training and Awareness

All staff shall receive annual training on this policy and on related procedures in the Comprehensive School Safety Plan, Student Records Policy, and Anti-Discrimination Policies.

Reporting to California Department of Education

The Superintendent or designee shall provide to the California Department of Education a copy of this policy, any associated administrative regulations, and any other board policies and administrative regulations required by Education Code section 234.7, upon request.

Policy Review

This policy shall be reviewed and updated as necessary to remain consistent with federal and state law, including any updates to the California Attorney General's Model Policy.

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Emergency Use of Naloxone (Narcan) and Epinephrine Auto-Injectors Policy 6-103

Scope:

The District is authorized to obtain, maintain, and administer stock naloxone hydrochloride (Narcan) and epinephrine auto-injectors for use in emergency situations. The District shall maintain these emergency medications in the main office at each school site, in a secure but readily accessible location known to trained personnel.

The Superintendent or designee shall ensure that designated staff receive training consistent with state law and that emergency medications are stored, maintained, and administered in accordance with applicable legal requirements.

Purpose
The District is committed to protecting the health and safety of students, staff, and visitors by ensuring an appropriate and timely response to medical emergencies involving suspected opioid overdose or anaphylaxis. Pursuant to Education Code sections 49414, 49414.3, and 49414.4, the District authorizes trained personnel to administer naloxone (Narcan) or epinephrine auto-injectors when an individual is experiencing a life-threatening emergency. This policy establishes procedures for acquisition, storage, training, use, and reporting.

Definitions:

1. **Naloxone Hydrochloride ("naloxone") / Narcan:** An opioid antagonist used to reverse the effects of an opioid overdose.

2. **Epinephrine Auto-Injector:** A device used to treat anaphylaxis.

3. **Designated Personnel:** School employees who have volunteered and been trained to administer emergency medications under Education Code requirements.

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Administrative Regulations

1. Naloxone (Narcan) Program

- **Authorization**
  - The District may obtain and maintain stock naloxone for school nurses or volunteer trained personnel to use in responding to a suspected opioid overdose.
- **Designated Personnel and Training**
  - The District must distribute notice once per school year to all staff that includes the following:
    a. A description of the volunteer request which is for volunteers to be trained to administer naloxone or other opioid antagonist;
    b. A description of the training the volunteer will receive; and
    c. A statement that no benefit will be granted or withheld based on an employee's offer to volunteer. A statement that there will be no retaliation against any employee for rescinding their offer to volunteer.
  - Any employee who voluntarily agrees to be trained may administer naloxone in accordance with applicable training.
  - The Education Code does not require a minimum number of trained personnel.
  - Training must be provided by the school nurse or other qualified person designated by an authorizing physician and surgeon. The training must be based on the standards developed by the Superintendent of Public Instruction ("SPI").
  - Training shall include:
    a. Recognition of symptoms of opioid overdoes.
    b. Standards and procedures for storage and restocking.
    c. Emergency administration of naloxone or other opioid antagonist.
    d. Emergency follow-up procedures including calling 911 and contacting the pupil's parent/guardian.
    e. Recommendation on the necessity of instruction and certification in cardiopulmonary resuscitation.
    f. Written materials covering this information. Each school site must retain these written materials for reference.
  - Training must be completed before a volunteer may administer naloxone.
- **Storage**
  - Naloxone shall be stored in the main office at each school site in a secure, temperature-appropriate, and readily accessible location.

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- **Emergency Response Procedures**
  - When an opioid overdose is suspected, staff shall immediately contact **911**.
  - Trained personnel may administer naloxone following approved training protocols.
    a. Volunteers may only administer naloxone by nasal spray or auto-injector, whichever they are most comfortable with.
  - The individual shall be monitored until emergency medical services arrive.
  - The site administrator and the Superintendent or designee shall be notified.
  - For students, parents/guardians shall be notified as soon as practicable.
- **Disposal and Replacement**
  - Used or expired naloxone shall be disposed of in accordance with medical waste regulations.
  - Disposal shall be documented including date, method, and lot information.
  - Replacement medication shall be ordered promptly, but not later than two weeks after it is used.
  - Naloxone must be restocked prior to its expiration.
- **Student Use**
  - Pursuant to Education Code § 49414.6, the District will not prohibit students in middle schools, junior high schools, high schools, or adult schools from carrying a federally approved opioid antagonist for over the counter use for the emergency treatment of persons suffering or reasonably believed to be suffering from an opioid overdoes while on a school site or participating in school activities.
  - Pursuant to Education Code § 49414.35, the District will not prohibit a student 12 years or older from carrying or administering Naloxone or another opioid antagonist for purposes of providing emergency treatment to persons suffering or are reasonably believed to be suffering from an opioid overdoes while on a school site or participating in school activities.

2. Emergency Epinephrine Auto-Injector Program

- **Authorization**
  - The District shall obtain and maintain stock epinephrine auto-injectors for school nurses or other employees who have volunteered and have received the required training to use during anaphylactic emergencies.
- **Notice and Staffing**
  - The District must distribute notice once per school year to all staff that includes the following:
    a. A description of the volunteer request which is for volunteers to be trained to administer epinephrine;
    b. A description of the training the volunteer will receive; and

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c. The location of the epinephrine at each school site.

- The District shall make reasonable efforts to ensure trained volunteers are available during school-sponsored events, extracurricular activities, and off-campus programs.

- **Training Requirements**
  - Training must be provided by the school nurse or other qualified person designated by an authorizing physician and surgeon. The training must be based on the standards developed by the Superintendent of Public Instruction ("SPI").
  - Training shall include:
    a. Recognition of anaphylaxis.
    b. Standards and procedures for storage and restocking epinephrine.
    c. Emergency administration of epinephrine.
    d. Instruction on determining which epinephrine auto-injector to use.
    e. Emergency contact procedures.
    f. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
    g. Written materials covering this information. Each school site must retain these written materials for reference and make them accessible such as through positing them at the location of the epinephrine auto-injectors.
    h. Annual recertification is required.
- **Storage**
  - Epinephrine auto-injectors shall be stored in the main office at each school site in a secure, clearly labeled, and accessible location.
- **Emergency Response Procedures**
  - When anaphylaxis is suspected, staff shall immediately contact **911**.
  - A school nurse or trained volunteers may administer epinephrine consistent with their training.
  - The individual shall be monitored until emergency medical services arrive.
  - The site administrator and Superintendent or designee shall be notified.
  - Parents/guardians shall be notified for student incidents.

Disposal and Replacement

- Used or expired auto-injectors shall be disposed of as medical waste in accordance with local and state regulations.
- Disposal shall be documented including date, device, and method.
- Replacement devices shall be restocked promptly, but not later than two weeks after it is used.
- Replacement devices shall be restocked before their expiration date.

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- **Student Use**
  - In order for a student to carry and self-administer a prescription epinephrine delivery system the District will comply with the requirements of Education Code § 49423 and all other applicable law.

3. Liability Protections

District employees, and to the extent applicable students, who administer naloxone or epinephrine auto-injectors in good faith and in accordance with training and this policy are afforded liability protection under Education Code §§ 49407, 49414, 49414.3, and 49414.35.

4. Program Oversight

The Superintendent or designee shall:

- Ensure compliance with applicable laws;
- Maintain training records;
- Monitor and replace medication inventories; and
  - A qualified supervisor of health must obtain a prescription for each school site for epinephrine auto-injectors from an authorizing physician and surgeon that include the appropriate doses for the ages and weights of the pupils at the school site.
  - A qualified supervisor of health must obtain a prescription for each school site for naloxone hydrochloride from an authorizing physician and surgeon.
- Oversee reporting and documentation requirements.

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Disruption of the Classroom Environment
Policy 6-200

Minimizing Classroom Interruptions

The District recognizes that classroom interruptions can significantly impact instructional time, reducing opportunities for students to engage in rigorous academic learning. To preserve the integrity of instructional time and support student success, the District commits to the following:

Purpose

To prioritize the student instructional time and minimize the interruptions of the learning environment.

1. **Master Scheduling**
   - The District shall develop and implement master schedules designed to minimize interruptions. These schedules will prioritize extended periods for focused instruction, allowing students to engage in rigorous, academically challenging tasks and demonstrate their proficiency.

2. **Reducing External Disruptions**
   - The District will actively work to reduce unscheduled interruptions to classrooms, including but not limited to limiting:
     - Unscheduled visits by staff, students, or parents
     - Non-emergency announcements or telephone calls
     - External noises that can disrupt the learning environment, such as maintenance and construction
     - Non-critical student call-outs during instructional time
     - School staff from conducting personal business during instructional time
     - Unnecessary or poorly timed fire drills and similar events

3. **Additional Measures**
   - To further support uninterrupted instructional time, the District may consider additional steps, such as adopting a policy regarding visitor access to classrooms during instructional periods and managing necessary interruptions in a structured manner.

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Resolution No. 2026-2027-02

BEFORE THE GOVERNING BOARD

OF THE MARCUM-ILLINOIS UNION ELEMENTARY SCHOOL DISTRICT

Approval of New Board Policies and Administrative Regulations

WHEREAS, California and federal law require the Marcum-Illinois Union Elementary School District ("District") to adopt a variety of policies and regulations governing the District's operations.

WHEREAS, the District conducted a first reading of new board policies and administrative regulations at a public meeting held on August 10, 2026;

WHEREAS, the District conducted a second reading of new board policies and administrative regulations at a public meeting on September 14, 2026;

WHEREAS, the District desires to adopt such board policies and administrative regulations to replace its prior policies and regulations;

NOW THEREFORE BE IT RESOLVED:

1. The Board hereby adopts the reviewed policies and regulations in replacement of any policies and regulations previously in effect.

2. Such policies shall govern District operations following the effective date of this Resolution unless a prior policy or regulation is already being, or must be, used to address a pending matter.

THIS RESOLUTION was duly passed and adopted by the Board at a regular meeting held on the 14th day of September, 2026, by the following vote:

AYES:
NOES:
ABSENT:

Signed and approved by me after its passage.

_____

President of the Board

ATTEST:

_____

Clerk of the Board

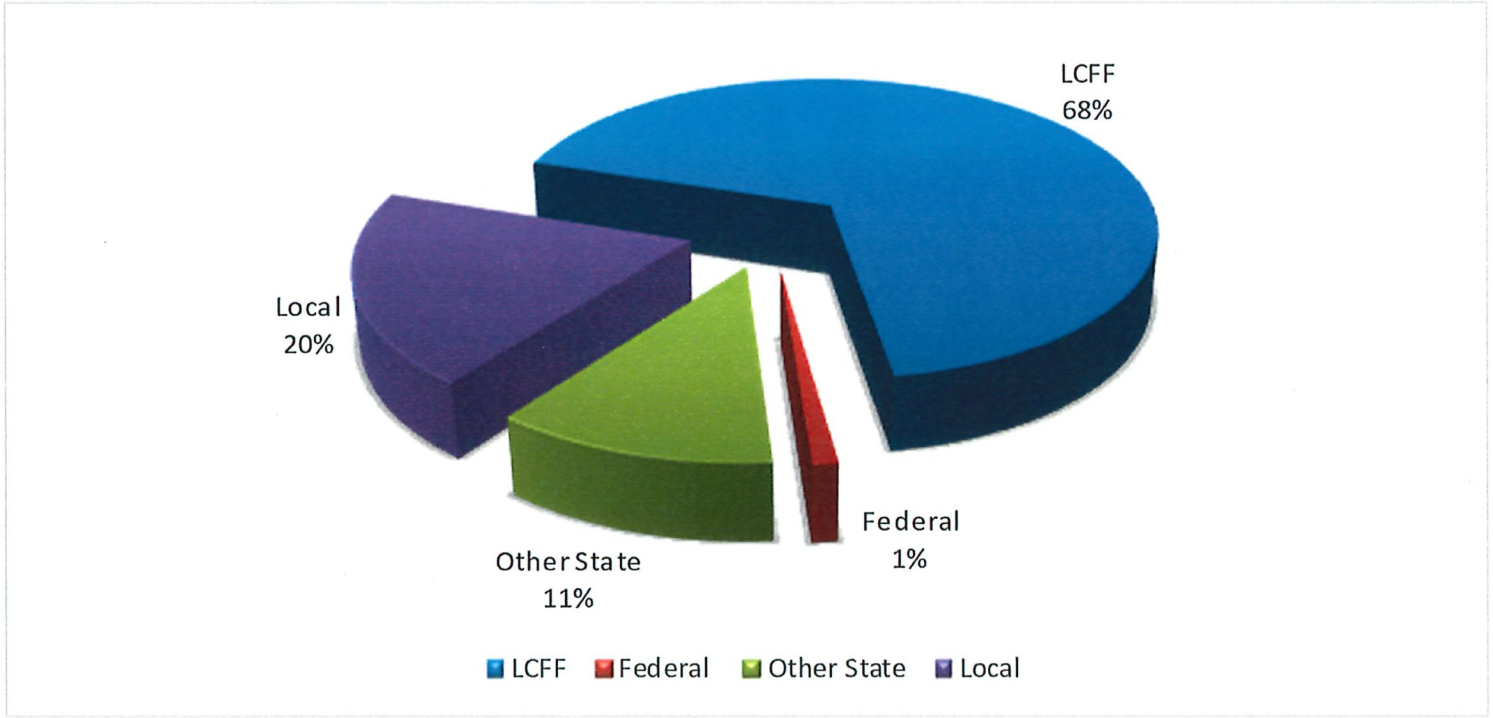
Marcum-Illinois Elementary School District

2025-26 Unaudited Actuals

Revenues
2025-26 Unaudited Actuals

Revenues 2025-26 Unaudited Actuals		
LCFF	$	2,506,221.91
Federal		38,502.70
Other State		424,908.67
Local		728,247.44
SUBTOTAL REVENUE	$	3,697,880.72

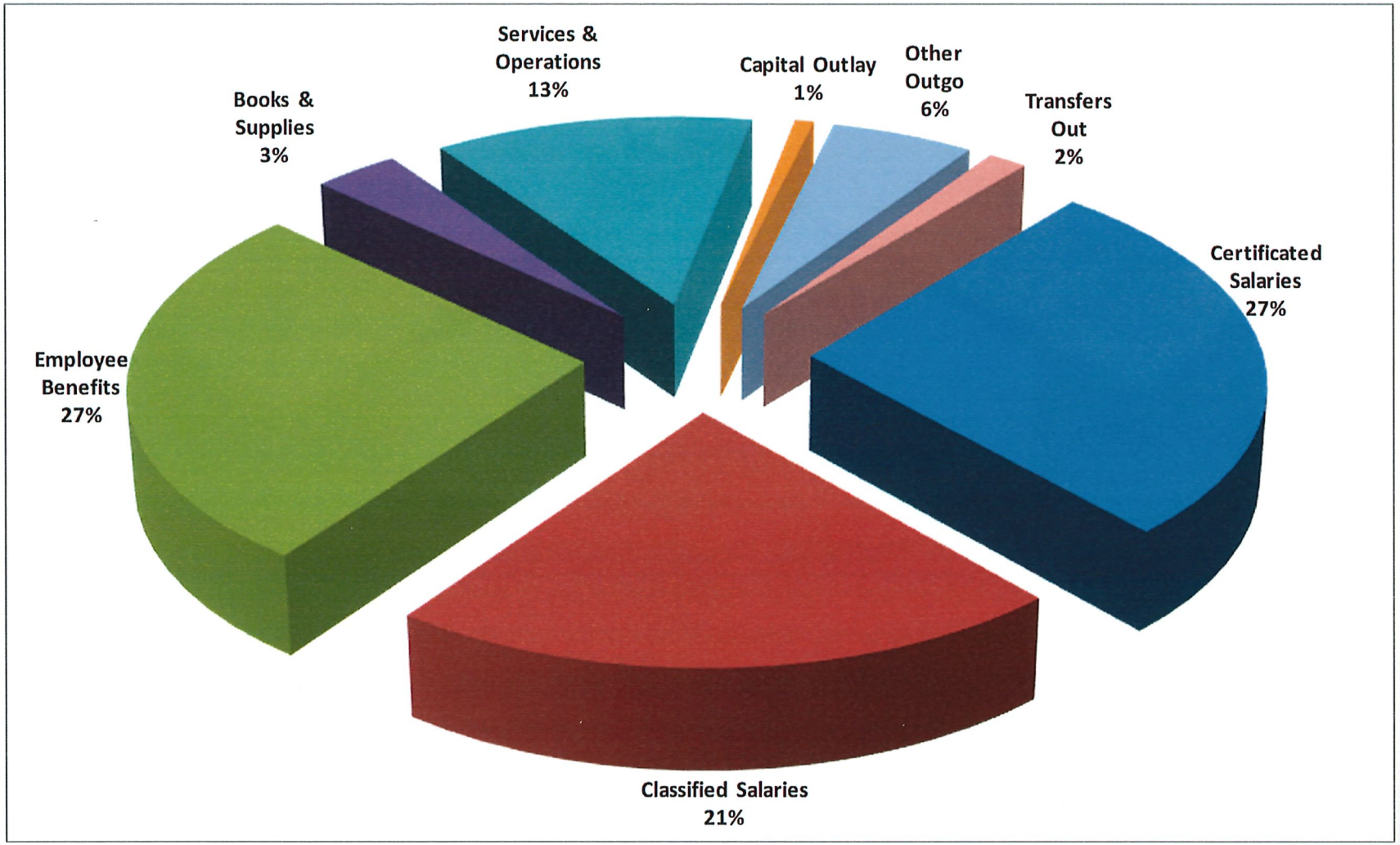
Revenues
2025-26 Unaudited Actuals



Expenditures & Transfers Out 2025-26 Unaudited Actuals

2025-26 Unaudited Actuals Expenditures and Transfers Out	
Certificated Salaries	$ 990,037.56
Classified Salaries	783,275.43
Employee Benefits	973,961.40
Books & Supplies	127,973.14
Services & Operations	463,705.13
Capital Outlay	27,626.83
Other Outgo	207,546.09
Transfers Out	57,038.87
Total Expenditures & Transfers Out	$ 3,631,164.45

Expenditures & Transfers Out 2025-26 Unaudited Actuals



General Fund Summary Comparison

General Fund Summary	2025-26 Estimated Actuals	2025-26 Unaudited Actuals	Difference
Beginning Balance	**$ 3,102,499.81**	**$ 3,102,499.81**	**$ -**
Revenues 1	$ 3,635,199.00	$ 3,613,567.02	$ (21,631.98)
Charter Oversight (local) revenue	$ 155,330.00	$ 84,313.70	$ (71,016.30)
TOTAL REVENUE	**$ 3,790,529.00**	**$ 3,697,880.72**	**$ (92,648.28)**
Expenditures 2	$ 3,632,550.00	$ 3,574,125.58	$ (58,424.42)
TOTAL EXPENDITURE	**$ 3,632,550.00**	**$ 3,574,125.58**	**$ (58,424.42)**
Excess (Deficiency) of Revenues Over Expenditures	**$ 157,979.00**	**$ 123,755.14**	**$(34,223.86)**
Interfund Transfers - In	$ -	$ -	$ -
Interfund Transfers - Out 3	$ 67,957.00	$ 57,038.87	$ (10,918.13)
Net Increase (Decrease)	$ 90,022.00	$ 66,716.27	$ (23,305.73)
Audit Adjustments			$ -
Ending Balance	**$ 3,192,521.81**	**$ 3,169,216.08**	**$ (23,305.73)**

1. The decrease in revenue is primarily due to the deferral of REAP funds to the next fiscal year.
2. The decrease in expenditures relative to Estimated Actuals is driven by two main factors: over-budgeted counseling services and REAP supplies, and the postponement of the REAP equipment purchase and fence project to the following fiscal year.
3. The contribution needed to Fund 13 was less than expected because fund 13 has ending fund balance from prior years.

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

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation	52.54%
	Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	
	CEA Deficiency Amount	exempt
	Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2027-28 apportionment may be reduced by the lesser of the following two percentages:	
	MOE Deficiency Percentage - Based on Total Expenditures	0.00%
	MOE Deficiency Percentage - Based on Expenditures Per ADA	0.00%
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	$0.00
	Adjusted Appropriations Limit	$3,020,058.42
	Appropriations Subject to Limit	$3,020,058.42
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	
ICR	Preliminary Proposed Indirect Cost Rate	2.64%
	Fixed-with-carry-forward indirect cost rate for use in 2027-28 subject to CDE approval.	

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2025-26 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: _____ Date of Meeting: Sep 14, 2026

Clerk / Secretary of the Governing Board

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2025-26 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

Printed Name: Ron Sherrod Title: Assistant Superintendent, Business Services

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

For County Office of Education:	For School District:
Nicolaas Hoogeveen	Maggie Irby
Name	Name
Director, Business Services	Superintendent/Principal
Title	Title
(530) 822-2915	(530) 656-2407
Telephone	Telephone
Nicolaash@sutter.k12.ca.us	Maggiei@sutter.k12.ca.us
E-mail Address	E-mail Address

G = General Ledger Data; S = Supplemental Data

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

PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

51 71407 0000000
Form 01
G8A7Z9J92T(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	2,506,221.91	0.00	2,506,221.91	2,553,149.00	0.00	2,553,149.00	1.9%
2) Federal Revenue		8100-8299	0.00	38,502.70	38,502.70	0.00	38,553.00	38,553.00	0.1%
3) Other State Revenue		8300-8599	41,300.79	383,607.88	424,908.67	40,849.00	322,693.00	363,542.00	-14.4%
4) Other Local Revenue		8600-8799	684,959.09	43,288.35	728,247.44	666,292.00	44,290.00	710,582.00	-2.4%
5) TOTAL, REVENUES			3,232,481.79	465,398.93	3,697,880.72	3,260,290.00	405,536.00	3,665,826.00	-0.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	965,011.87	25,025.69	990,037.56	987,593.00	23,147.00	1,010,740.00	2.1%
2) Classified Salaries		2000-2999	610,770.73	172,504.70	783,275.43	542,879.00	193,276.00	736,155.00	-6.0%
3) Employee Benefits		3000-3999	780,779.67	193,181.73	973,961.40	781,252.00	211,269.00	992,521.00	1.9%
4) Books and Supplies		4000-4999	92,227.34	35,745.80	127,973.14	105,234.00	35,965.00	141,199.00	10.3%
5) Services and Other Operating Expenditures		5000-5999	372,944.57	90,760.56	463,705.13	379,461.00	90,273.00	469,734.00	1.3%
6) Capital Outlay		6000-6999	12,500.00	15,126.83	27,626.83	29,700.00	20,000.00	49,700.00	79.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	38,189.38	169,356.71	207,546.09	38,190.00	190,763.00	228,953.00	10.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,149.05)	3,149.05	0.00	(3,319.00)	3,319.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,869,274.51	704,851.07	3,574,125.58	2,860,990.00	768,012.00	3,629,002.00	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			363,207.28	(239,452.14)	123,755.14	399,300.00	(362,476.00)	36,824.00	-70.2%
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	57,038.87	0.00	57,038.87	66,256.00	0.00	66,256.00	16.2%
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	(254,880.77)	254,880.77	0.00	(311,722.00)	311,722.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(311,919.64)	254,880.77	(57,038.87)	(377,978.00)	311,722.00	(66,256.00)	16.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			51,287.64	15,428.63	66,716.27	21,322.00	(50,754.00)	(29,432.00)	-144.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,765,960.63	336,539.18	3,102,499.81	2,817,248.27	351,967.81	3,169,216.08	2.2%
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)			2,765,960.63	336,539.18	3,102,499.81	2,817,248.27	351,967.81	3,169,216.08	2.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,765,960.63	336,539.18	3,102,499.81	2,817,248.27	351,967.81	3,169,216.08	2.2%
2) Ending Balance, June 30 (E + F1e)			2,817,248.27	351,967.81	3,169,216.08	2,838,570.27	301,213.81	3,139,784.08	-0.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	4,500.00	0.00	4,500.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	15,790.31	0.00	15,790.31	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	351,967.81	351,967.81	0.00	301,213.81	301,213.81	-14.4%
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	234,313.70	0.00	234,313.70	304,922.00	0.00	304,922.00	30.1%
Charter Oversight	0000	9780	*84,313.70*		*84,313.70*			*0.00*	
Purchase of a bus	0000	9780	*150,000.00*		*150,000.00*			*0.00*	
Charter Oversight	0000	9780			*0.00*	*154,922.00*		*154,922.00*	
Purchase of a bus	0000	9780			*0.00*	*150,000.00*		*150,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	726,232.89	0.00	726,232.89	739,051.60	0.00	739,051.60	1.8%
Unassigned/Unappropriated Amount		9790	1,836,411.37	0.00	1,836,411.37	1,794,596.67	0.00	1,794,596.67	-2.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,451,075.73	342,620.61	2,793,696.34				
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	4,500.00	0.00	4,500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
3) Accounts Receivable		9200	346,802.56	81,482.67	428,285.23				
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	15,790.31	0.00	15,790.31				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	4,845,155.59	0.00	4,845,155.59				
10) TOTAL, ASSETS			7,663,324.19	424,103.28	8,087,427.47				
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	128,147.35	70,784.95	198,932.30				
2) Due to Grantor Governments		9590	157,880.00	0.00	157,880.00				
3) Due to Other Funds		9610	52,093.09	0.00	52,093.09				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	12,573.65	1,350.52	13,924.17				
6) TOTAL, LIABILITIES			350,694.09	72,135.47	422,829.56				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	4,495,381.83	0.00	4,495,381.83				
2) TOTAL, DEFERRED INFLOWS			4,495,381.83	0.00	4,495,381.83				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(must agree with line F2) (G10 + H2) - (I6 + J2)			2,817,248.27	351,967.81	3,169,216.08				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,621,212.00	0.00	1,621,212.00	2,009,348.00	0.00	2,009,348.00	23.9%
Education Protection Account State Aid - Current Year		8012	844,195.00	0.00	844,195.00	501,314.00	0.00	501,314.00	-40.6%
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	3,758.04	0.00	3,758.04	3,758.00	0.00	3,758.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	336.11	0.00	336.11	220.00	0.00	220.00	-34.5%
County & District Taxes									
Secured Roll Taxes		8041	520,221.20	0.00	520,221.20	518,866.00	0.00	518,866.00	-0.3%
Unsecured Roll Taxes		8042	44,445.91	0.00	44,445.91	37,977.00	0.00	37,977.00	-14.6%
Prior Years' Taxes		8043	1,237.26	0.00	1,237.26	4,747.00	0.00	4,747.00	283.7%
Supplemental Taxes		8044	93,529.23	0.00	93,529.23	84,156.00	0.00	84,156.00	-10.0%
Education Revenue Augmentation Fund (ERAF)		8045	4,493.16	0.00	4,493.16	4,611.00	0.00	4,611.00	2.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			3,133,427.91	0.00	3,133,427.91	3,164,997.00	0.00	3,164,997.00	1.0%
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	(627,206.00)	0.00	(627,206.00)	(611,848.00)	0.00	(611,848.00)	-2.4%
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			2,506,221.91	0.00	2,506,221.91	2,553,149.00	0.00	2,553,149.00	1.9%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title I, Part A, Basic	3010	8290		276.34	276.34		1,004.00	1,004.00	263.3%
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		1,320.28	1,320.28		735.00	735.00	-44.3%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		10,000.00	10,000.00		10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	26,906.08	26,906.08	0.00	26,814.00	26,814.00	-0.3%
TOTAL, FEDERAL REVENUE			0.00	38,502.70	38,502.70	0.00	38,553.00	38,553.00	0.1%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	6,666.00	0.00	6,666.00	7,109.00	0.00	7,109.00	6.6%
Lottery - Unrestricted and Instructional Materials		8560	34,039.29	15,306.10	49,345.39	33,740.00	14,562.00	48,302.00	-2.1%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		100,000.00	100,000.00		100,000.00	100,000.00	0.0%
After School Education and Safety (ASES)	6010	8590		67,759.78	67,759.78		67,760.00	67,760.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		28,196.00	28,196.00		28,196.00	28,196.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	595.50	172,346.00	172,941.50	0.00	112,175.00	112,175.00	-35.1%
TOTAL, OTHER STATE REVENUE			41,300.79	383,607.88	424,908.67	40,849.00	322,693.00	363,542.00	-14.4%
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	249,743.44	0.00	249,743.44	249,743.00	0.00	249,743.00	0.0%
Interest		8660	274,005.05	0.00	274,005.05	244,219.00	0.00	244,219.00	-10.9%
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%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	81,935.70	35,040.72	116,976.42	155,330.00	37,890.00	193,220.00	65.2%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	79,274.90	6,400.00	85,674.90	17,000.00	6,400.00	23,400.00	-72.7%
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		1,847.63	1,847.63		0.00	0.00	-100.0%
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			684,959.09	43,288.35	728,247.44	666,292.00	44,290.00	710,582.00	-2.4%
TOTAL, REVENUES			3,232,481.79	465,398.93	3,697,880.72	3,260,290.00	405,536.00	3,665,826.00	-0.9%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	702,236.92	23,132.20	725,369.12	724,131.00	22,641.00	746,772.00	3.0%
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	227,607.26	972.78	228,580.04	228,189.00	0.00	228,189.00	-0.2%
Other Certificated Salaries		1900	35,167.69	920.71	36,088.40	35,273.00	506.00	35,779.00	-0.9%
TOTAL, CERTIFICATED SALARIES			965,011.87	25,025.69	990,037.56	987,593.00	23,147.00	1,010,740.00	2.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	205,716.42	172,379.18	378,095.60	206,884.00	193,276.00	400,160.00	5.8%
Classified Support Salaries		2200	257,640.51	125.52	257,766.03	186,850.00	0.00	186,850.00	-27.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	147,413.80	0.00	147,413.80	149,145.00	0.00	149,145.00	1.2%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			610,770.73	172,504.70	783,275.43	542,879.00	193,276.00	736,155.00	-6.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	159,516.99	86,693.74	246,210.73	168,526.00	90,711.00	259,237.00	5.3%
PERS		3201-3202	162,311.30	34,013.58	196,324.88	154,525.00	38,907.00	193,432.00	-1.5%
OASDI/Medicare/Alternative		3301-3302	68,663.36	13,680.24	82,343.60	64,577.00	16,402.00	80,979.00	-1.7%
Health and Welfare Benefits		3401-3402	242,746.95	41,913.52	284,660.47	245,986.00	43,506.00	289,492.00	1.7%
Unemployment Insurance		3501-3502	818.93	101.65	920.58	823.00	116.00	939.00	2.0%
Workers' Compensation		3601-3602	40,422.05	5,024.31	45,446.36	39,311.00	5,578.00	44,889.00	-1.2%
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	106,300.09	11,754.69	118,054.78	107,504.00	16,049.00	123,553.00	4.7%
TOTAL, EMPLOYEE BENEFITS			780,779.67	193,181.73	973,961.40	781,252.00	211,269.00	992,521.00	1.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2,279.83	1,353.76	3,633.59	0.00	8,000.00	8,000.00	120.2%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	88,330.31	20,788.33	109,118.64	103,616.00	17,095.00	120,711.00	10.6%
Noncapitalized Equipment		4400	1,617.20	11,266.13	12,883.33	1,618.00	8,011.00	9,629.00	-25.3%
Food		4700	0.00	2,337.58	2,337.58	0.00	2,859.00	2,859.00	22.3%
TOTAL, BOOKS AND SUPPLIES			92,227.34	35,745.80	127,973.14	105,234.00	35,965.00	141,199.00	10.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	7,928.55	11,704.15	19,632.70	5,000.00	1,513.00	6,513.00	-66.8%
Dues and Memberships		5300	7,383.10	0.00	7,383.10	7,423.00	0.00	7,423.00	0.5%
Insurance		5400 - 5499	31,102.11	0.00	31,102.11	36,300.00	0.00	36,300.00	16.7%
Operations and Housekeeping Services		5500	55,518.60	0.00	55,518.60	71,790.00	0.00	71,790.00	29.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	64,393.75	0.00	64,393.75	61,977.00	0.00	61,977.00	-3.8%
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	186,903.82	79,056.41	265,960.23	179,271.00	88,760.00	268,031.00	0.8%
Communications		5900	19,714.64	0.00	19,714.64	17,700.00	0.00	17,700.00	-10.2%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			372,944.57	90,760.56	463,705.13	379,461.00	90,273.00	469,734.00	1.3%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	17,200.00	0.00	17,200.00	New
Buildings and Improvements of Buildings		6200	12,500.00	0.00	12,500.00	12,500.00	0.00	12,500.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	15,126.83	15,126.83	0.00	20,000.00	20,000.00	32.2%
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%
TOTAL, CAPITAL OUTLAY			12,500.00	15,126.83	27,626.83	29,700.00	20,000.00	49,700.00	79.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	153,490.71	153,490.71	0.00	175,000.00	175,000.00	14.0%
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	15,866.00	15,866.00	0.00	15,763.00	15,763.00	-0.6%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	10,290.48	0.00	10,290.48	10,977.00	0.00	10,977.00	6.7%
Other Debt Service - Principal		7439	27,898.90	0.00	27,898.90	27,213.00	0.00	27,213.00	-2.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			38,189.38	169,356.71	207,546.09	38,190.00	190,763.00	228,953.00	10.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(3,149.05)	3,149.05	0.00	(3,319.00)	3,319.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,149.05)	3,149.05	0.00	(3,319.00)	3,319.00	0.00	0.0%
TOTAL, EXPENDITURES			2,869,274.51	704,851.07	3,574,125.58	2,860,990.00	768,012.00	3,629,002.00	1.5%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	57,038.87	0.00	57,038.87	66,256.00	0.00	66,256.00	16.2%
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			57,038.87	0.00	57,038.87	66,256.00	0.00	66,256.00	16.2%
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%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
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	(254,880.77)	254,880.77	0.00	(311,722.00)	311,722.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(254,880.77)	254,880.77	0.00	(311,722.00)	311,722.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(311,919.64)	254,880.77	(57,038.87)	(377,978.00)	311,722.00	(66,256.00)	16.2%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	2,506,221.91	0.00	2,506,221.91	2,553,149.00	0.00	2,553,149.00	1.9%
2) Federal Revenue		8100-8299	0.00	38,502.70	38,502.70	0.00	38,553.00	38,553.00	0.1%
3) Other State Revenue		8300-8599	41,300.79	383,607.88	424,908.67	40,849.00	322,693.00	363,542.00	-14.4%
4) Other Local Revenue		8600-8799	684,959.09	43,288.35	728,247.44	666,292.00	44,290.00	710,582.00	-2.4%
5) TOTAL, REVENUES			3,232,481.79	465,398.93	3,697,880.72	3,260,290.00	405,536.00	3,665,826.00	-0.9%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		1,480,305.81	475,507.17	1,955,812.98	1,490,975.00	521,682.00	2,012,657.00	2.9%
2) Instruction - Related Services	2000-2999		589,170.70	32,162.14	621,332.84	591,843.00	28,814.00	620,657.00	-0.1%
3) Pupil Services	3000-3999		182,799.50	4,324.93	187,124.43	224,829.00	2,859.00	227,688.00	21.7%
4) Ancillary Services	4000-4999		1,923.33	0.00	1,923.33	1,827.00	0.00	1,827.00	-5.0%
5) Community Services	5000-5999		85.82	0.00	85.82	383.00	0.00	383.00	346.3%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		179,403.19	7,628.05	187,031.24	183,720.00	7,894.00	191,614.00	2.5%
8) Plant Services	8000-8999		397,396.78	15,872.07	413,268.85	329,223.00	16,000.00	345,223.00	-16.5%
9) Other Outgo	9000-9999	Except 7600-7699	38,189.38	169,356.71	207,546.09	38,190.00	190,763.00	228,953.00	10.3%
10) TOTAL, EXPENDITURES			2,869,274.51	704,851.07	3,574,125.58	2,860,990.00	768,012.00	3,629,002.00	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			363,207.28	(239,452.14)	123,755.14	399,300.00	(362,476.00)	36,824.00	-70.2%
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	57,038.87	0.00	57,038.87	66,256.00	0.00	66,256.00	16.2%
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	(254,880.77)	254,880.77	0.00	(311,722.00)	311,722.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(311,919.64)	254,880.77	(57,038.87)	(377,978.00)	311,722.00	(66,256.00)	16.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			51,287.64	15,428.63	66,716.27	21,322.00	(50,754.00)	(29,432.00)	-144.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,765,960.63	336,539.18	3,102,499.81	2,817,248.27	351,967.81	3,169,216.08	2.2%
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)			2,765,960.63	336,539.18	3,102,499.81	2,817,248.27	351,967.81	3,169,216.08	2.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,765,960.63	336,539.18	3,102,499.81	2,817,248.27	351,967.81	3,169,216.08	2.2%
2) Ending Balance, June 30 (E + F1e)			2,817,248.27	351,967.81	3,169,216.08	2,838,570.27	301,213.81	3,139,784.08	-0.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	4,500.00	0.00	4,500.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	15,790.31	0.00	15,790.31	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	351,967.81	351,967.81	0.00	301,213.81	301,213.81	-14.4%
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	234,313.70	0.00	234,313.70	304,922.00	0.00	304,922.00	30.1%
Charter Oversight	0000	9780	*84,313.70*		*84,313.70*			*0.00*	
Purchase of a bus	0000	9780	*150,000.00*		*150,000.00*			*0.00*	
Charter Oversight	0000	9780			*0.00*	*154,922.00*		*154,922.00*	
Purchase of a bus	0000	9780			*0.00*	*150,000.00*		*150,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	726,232.89	0.00	726,232.89	739,051.60	0.00	739,051.60	1.8%
Unassigned/Unappropriated Amount		9790	1,836,411.37	0.00	1,836,411.37	1,794,596.67	0.00	1,794,596.67	-2.3%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
5160	Child Care and Development Programs Administered by California Department of Social Services (Federal Funds)	5,000.00	5,000.00
6019	Student Support and Professional Development Discretionary Block Grant	53,390.00	53,390.00
6300	Lottery: Instructional Materials	71,747.31	78,309.31
6547	Special Education Early Intervention Preschool Grant	68,679.28	78,504.28
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	8,029.54	2,517.54
7435	Learning Recovery Emergency Block Grant	58,759.52	752.52
7810	Other Restricted State	43,083.19	42,574.19
9010	Other Restricted Local	43,278.97	40,165.97
Total, Restricted Balance		351,967.81	301,213.81

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
Student Activity Special Revenue Fund
Expenditures by Object

51 71407 0000000
Form 08
G8A7Z9J92T(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,207.54	10,380.00	1.7%
5) TOTAL, REVENUES			10,207.54	10,380.00	1.7%
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	3,023.05	6,186.00	104.6%
5) Services and Other Operating Expenditures		5000-5999	5,131.02	3,338.00	-34.9%
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			8,154.07	9,524.00	16.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,053.47	856.00	-58.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,053.47	856.00	-58.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,082.40	23,135.87	9.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,082.40	23,135.87	9.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,082.40	23,135.87	9.7%
2) Ending Balance, June 30 (E + F1e)			23,135.87	23,991.87	3.7%
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	23,135.87	23,991.87	3.7%
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 Unaudited 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	23,135.87		
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			23,135.87		
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					
(must agree with line F2) (G10 + H2) - (I6 + J2)			23,135.87		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	3,995.20	0.00	-100.0%
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		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	6,212.34	10,380.00	67.1%
TOTAL, REVENUES			10,207.54	10,380.00	1.7%
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 Unaudited 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	3,023.05	6,186.00	104.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,023.05	6,186.00	104.6%
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	5,131.02	3,338.00	-34.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,131.02	3,338.00	-34.9%
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			8,154.07	9,524.00	16.8%
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 Unaudited 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 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,207.54	10,380.00	1.7%
5) TOTAL, REVENUES			10,207.54	10,380.00	1.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		8,154.07	9,524.00	16.8%
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			8,154.07	9,524.00	16.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,053.47	856.00	-58.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,053.47	856.00	-58.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,082.40	23,135.87	9.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,082.40	23,135.87	9.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,082.40	23,135.87	9.7%
2) Ending Balance, June 30 (E + F1e)			23,135.87	23,991.87	3.7%
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	23,135.87	23,991.87	3.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
8210	Student Activity Funds	23,135.87	23,991.87
Total, Restricted Balance		23,135.87	23,991.87

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
Child Development Fund
Expenditures by Object

51 71407 0000000
Form 12
G8A7Z9J92T(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	125,623.35	104,423.00	-16.9%
4) Other Local Revenue		8600-8799	61,253.51	66,461.00	8.5%
5) TOTAL, REVENUES			186,876.86	170,884.00	-8.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	94,573.74	93,937.00	-0.7%
3) Employee Benefits		3000-3999	63,868.18	51,035.00	-20.1%
4) Books and Supplies		4000-4999	3,927.33	9,421.00	139.9%
5) Services and Other Operating Expenditures		5000-5999	2,768.75	3,479.00	25.7%
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			165,138.00	157,872.00	-4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			21,738.86	13,012.00	-40.1%
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)			21,738.86	13,012.00	-40.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	41,450.87	63,189.73	52.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			41,450.87	63,189.73	52.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			41,450.87	63,189.73	52.4%
2) Ending Balance, June 30 (E + F1e)			63,189.73	76,201.73	20.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,189.73	76,201.73	20.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	57,381.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	5,915.85		
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			63,297.44		
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	107.71		
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			107.71		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			63,189.73		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	102,324.35	91,411.00	-10.7%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	23,299.00	13,012.00	-44.2%
TOTAL, OTHER STATE REVENUE			125,623.35	104,423.00	-16.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	2,001.51	1,461.00	-27.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	59,252.00	65,000.00	9.7%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			61,253.51	66,461.00	8.5%
TOTAL, REVENUES			186,876.86	170,884.00	-8.6%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	94,573.74	93,937.00	-0.7%
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			94,573.74	93,937.00	-0.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	660.30	0.00	-100.0%
PERS		3201-3202	22,347.22	24,205.00	8.3%
OASDI/Medicare/Alternative		3301-3302	7,549.30	7,120.00	-5.7%
Health and Welfare Benefits		3401-3402	21,477.46	17,411.00	-18.9%
Unemployment Insurance		3501-3502	50.66	45.00	-11.2%
Workers' Compensation		3601-3602	2,492.75	2,254.00	-9.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	9,290.49	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			63,868.18	51,035.00	-20.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	3,113.70	8,121.00	160.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	813.63	1,300.00	59.8%
TOTAL, BOOKS AND SUPPLIES			3,927.33	9,421.00	139.9%
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	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,768.75	3,479.00	25.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,768.75	3,479.00	25.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			165,138.00	157,872.00	-4.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	125,623.35	104,423.00	-16.9%
4) Other Local Revenue		8600-8799	61,253.51	66,461.00	8.5%
5) TOTAL, REVENUES			186,876.86	170,884.00	-8.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		163,457.37	156,057.00	-4.5%
2) Instruction - Related Services	2000-2999		867.00	515.00	-40.6%
3) Pupil Services	3000-3999		813.63	1,300.00	59.8%
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			165,138.00	157,872.00	-4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			21,738.86	13,012.00	-40.1%
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)			21,738.86	13,012.00	-40.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	41,450.87	63,189.73	52.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			41,450.87	63,189.73	52.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			41,450.87	63,189.73	52.4%
2) Ending Balance, June 30 (E + F1e)			63,189.73	76,201.73	20.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,189.73	76,201.73	20.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
6130	Early Education: Center-Based Reserve Account	16,705.44	16,705.44
7810	Other Restricted State	46,484.29	59,496.29
Total, Restricted Balance		63,189.73	76,201.73

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
Cafeteria Special Revenue Fund
Expenditures by Object

51 71407 0000000
Form 13
G8A7Z9J92T(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	66,600.10	52,585.00	-21.0%
3) Other State Revenue		8300-8599	125,213.40	120,538.00	-3.7%
4) Other Local Revenue		8600-8799	(744.97)	1,622.00	-317.7%
5) TOTAL, REVENUES			191,068.53	174,745.00	-8.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	50,219.77	49,150.00	-2.1%
3) Employee Benefits		3000-3999	36,452.21	34,618.00	-5.0%
4) Books and Supplies		4000-4999	165,502.18	165,498.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,221.10	7,630.00	524.8%
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			253,395.26	256,896.00	1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(62,326.73)	(82,151.00)	31.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	57,038.87	66,256.00	16.2%
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			57,038.87	66,256.00	16.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,287.86)	(15,895.00)	200.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,497.92	27,210.06	-16.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,497.92	27,210.06	-16.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,497.92	27,210.06	-16.3%
2) Ending Balance, June 30 (E + F1e)			27,210.06	11,315.06	-58.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	250.00	0.00	-100.0%
Stores		9712	4,849.18	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	27,210.06	22,244.98	-18.2%
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	(5,099.18)	(10,929.92)	114.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(60,210.08)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	250.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	30,445.22		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	52,093.09		
6) Stores		9320	4,849.18		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			27,427.41		
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	217.35		
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			217.35		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			27,210.06		
FEDERAL REVENUE					
Child Nutrition Programs		8220	60,369.26	52,585.00	-12.9%
Donated Food Commodities		8221	6,230.84	0.00	-100.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			66,600.10	52,585.00	-21.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	125,213.40	120,538.00	-3.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			125,213.40	120,538.00	-3.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,186.51	1,025.00	-13.6%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(2,023.81)	597.00	-129.5%
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	92.33	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			(744.97)	1,622.00	-317.7%
TOTAL, REVENUES			191,068.53	174,745.00	-8.5%
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	50,219.77	49,150.00	-2.1%
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%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			50,219.77	49,150.00	-2.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,590.38	12,447.00	-1.1%
OASDI/Medicare/Alternative		3301-3302	3,288.42	3,316.00	0.8%
Health and Welfare Benefits		3401-3402	19,343.98	17,650.00	-8.8%
Unemployment Insurance		3501-3502	24.16	25.00	3.5%
Workers' Compensation		3601-3602	1,205.27	1,180.00	-2.1%
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			36,452.21	34,618.00	-5.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	9,358.26	15,102.00	61.4%
Noncapitalized Equipment		4400	0.00	7,000.00	New
Food		4700	156,143.92	143,396.00	-8.2%
TOTAL, BOOKS AND SUPPLIES			165,502.18	165,498.00	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%
Dues and Memberships		5300	0.00	206.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	495.00	New
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	1,221.10	6,929.00	467.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,221.10	7,630.00	524.8%
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	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			253,395.26	256,896.00	1.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	57,038.87	66,256.00	16.2%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			57,038.87	66,256.00	16.2%
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 Unaudited 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)			57,038.87	66,256.00	16.2%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	66,600.10	52,585.00	-21.0%
3) Other State Revenue		8300-8599	125,213.40	120,538.00	-3.7%
4) Other Local Revenue		8600-8799	(744.97)	1,622.00	-317.7%
5) TOTAL, REVENUES			191,068.53	174,745.00	-8.5%
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		253,395.26	256,896.00	1.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		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			253,395.26	256,896.00	1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(62,326.73)	(82,151.00)	31.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	57,038.87	66,256.00	16.2%
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			57,038.87	66,256.00	16.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,287.86)	(15,895.00)	200.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	32,497.92	27,210.06	-16.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,497.92	27,210.06	-16.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,497.92	27,210.06	-16.3%
2) Ending Balance, June 30 (E + F1e)			27,210.06	11,315.06	-58.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	250.00	0.00	-100.0%
Stores		9712	4,849.18	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	27,210.06	22,244.98	-18.2%
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	(5,099.18)	(10,929.92)	114.3%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	22,244.98	22,244.98
7042	Child Nutrition: Food Service Staff Retention & Recruitment Funds (2025 KIT Funds)	4,965.08	0.00
Total, Restricted Balance		27,210.06	22,244.98

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
Capital Facilities Fund
Expenditures by Object

51 71407 0000000
Form 25
G8A7Z9J92T(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(147.03)	13,310.00	-9,152.6%
5) TOTAL, REVENUES			(147.03)	13,310.00	-9,152.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(147.03)	13,310.00	-9,152.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(147.03)	13,310.00	-9,152.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	48,634.81	48,487.78	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			48,634.81	48,487.78	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			48,634.81	48,487.78	-0.3%
2) Ending Balance, June 30 (E + F1e)			48,487.78	61,797.78	27.5%
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	48,487.78	61,797.78	27.5%
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	48,487.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			48,487.78		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			48,487.78		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,855.53	1,890.00	1.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	(2,002.56)	11,420.00	-670.3%
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			(147.03)	13,310.00	-9,152.6%
TOTAL, REVENUES			(147.03)	13,310.00	-9,152.6%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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 Unaudited Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(147.03)	13,310.00	-9,152.6%
5) TOTAL, REVENUES			(147.03)	13,310.00	-9,152.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(147.03)	13,310.00	-9,152.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(147.03)	13,310.00	-9,152.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	48,634.81	48,487.78	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			48,634.81	48,487.78	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			48,634.81	48,487.78	-0.3%
2) Ending Balance, June 30 (E + F1e)			48,487.78	61,797.78	27.5%
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	48,487.78	61,797.78	27.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
9010	Other Restricted Local	48,487.78	61,797.78
Total, Restricted Balance		48,487.78	61,797.78

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

51 71407 0000000
Form 40
G8A7Z9J92T(2025-26)

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	.87	1.00	14.9%
5) TOTAL, REVENUES			.87	1.00	14.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			.87	1.00	14.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			.87	1.00	14.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	22.79	23.66	3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22.79	23.66	3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22.79	23.66	3.8%
2) Ending Balance, June 30 (E + F1e)			23.66	24.66	4.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	23.66	24.66	4.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	23.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			23.66		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			23.66		
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					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	.87	1.00	14.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			.87	1.00	14.9%
TOTAL, REVENUES			.87	1.00	14.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
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	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
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					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
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 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	.87	1.00	14.9%
5) TOTAL, REVENUES			.87	1.00	14.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			.87	1.00	14.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			.87	1.00	14.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	22.79	23.66	3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22.79	23.66	3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22.79	23.66	3.8%
2) Ending Balance, June 30 (E + F1e)			23.66	24.66	4.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	23.66	24.66	4.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Marcum-Illinois Union Elementary
Sutter County

2025-26 Unaudited Actuals
AVERAGE DAILY ATTENDANCE

51 71407 0000000
Form A
G8A7Z9J92T(2025-26)

Description	2025-26 Unaudited Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	185.88	186.13	185.88	175.75	175.75	185.88
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	185.88	186.13	185.88	175.75	175.75	185.88
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.83	1.83	1.83	1.83	1.83	1.83
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)	1.83	1.83	1.83	1.83	1.83	1.83
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	187.71	187.96	187.71	177.58	177.58	187.71
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Unaudited Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
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 Unaudited Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
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

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2024-25 Actual**			**2025-26 Actual**		
Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	2,605,209.90		2,605,209.90			3,020,058.42
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	172.35		172.35			187.71
ADJUSTMENTS TO PRIOR YEAR LIMIT	**Adjustments to 2024-25**			**Adjustments to 2025-26**		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA	**2025-26 P2 Report**			**2026-27 P2 Estimate**		
Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the district						
1. Total K-12 ADA (Form A, Line A6)	187.71		187.71	177.58		177.58
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			187.71			177.58
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	**2025-26 Actual**			**2026-27 Budget**		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	3,758.04		3,758.04	3,758.00		3,758.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	336.11		336.11	220.00		220.00
4. Secured Roll Taxes (Object 8041)	520,221.20		520,221.20	518,866.00		518,866.00
5. Unsecured Roll Taxes (Object 8042)	44,445.91		44,445.91	37,977.00		37,977.00
6. Prior Years' Taxes (Object 8043)	1,237.26		1,237.26	4,747.00		4,747.00
7. Supplemental Taxes (Object 8044)	93,529.23		93,529.23	84,156.00		84,156.00

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	4,493.16		4,493.16	4,611.00		4,611.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	668,020.91	0.00	668,020.91	654,335.00	0.00	654,335.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	668,020.91	0.00	668,020.91	654,335.00	0.00	654,335.00
EXCLUDED APPROPRIATIONS						
19a. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			26,738.59			26,874.00
19b. Qualified Capital Outlay Projects						
19c. Routine Restricted Maintenance Account (Fund 01, Resource 8150, Objects 8900-8999)	15,871.80		15,871.80	16,000.00		16,000.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)	15,871.80	0.00	42,610.39	16,000.00	0.00	42,874.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	2,465,407.00		2,465,407.00	2,510,662.00		2,510,662.00
25. LCFF State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	2,465,407.00	0.00	2,465,407.00	2,510,662.00	0.00	2,510,662.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	3,697,880.72		3,697,880.72	3,665,826.00		3,665,826.00

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	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	274,005.05		274,005.05	244,219.00		244,219.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2025-26 Actual**			**2026-27 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			2,605,209.90			3,020,058.42
2. Inflation Adjustment			1.0644			1.0495
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0891			0.9460
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			3,020,058.42			2,998,395.54
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			668,020.91			654,335.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			22,525.20			21,309.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,394,647.90			2,386,934.54
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,394,647.90			2,386,934.54
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			245,098.48			217,072.21
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			913,119.39			871,407.21
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			2,149,549.42			2,169,862.33
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			913,119.39			
b. State Subventions (Line D8)			2,149,549.42			
c. Less: Excluded Appropriations (Line C23)			42,610.39			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			3,020,058.42			
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4)			0.00			
SUMMARY	**2025-26 Actual**			**2026-27 Budget**		
11. Adjusted Appropriations Limit						

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
(Lines D4 plus D10)			3,020,058.42			2,998,395.54
12. Appropriations Subject to the Limit (Line D9d)			3,020,058.42			

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

Maggie Irby	Maggiel@sutter.k12.ca.us	(530) 656-2407
Gann Contact Person	Contact Email Address	Contact Phone Number

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
2025-26 Unaudited Actuals
Indirect Cost Rate Worksheet

51 71407 0000000
Form ICR
G8A7Z9J92T(2025-26)

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) — 34,102.05
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) — 2,713,172.34

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) — 1.26%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 74,319.21
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 3,859.40

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)	5,024.79
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)	83,203.40
9. Carry-Forward Adjustment (Part IV, Line F)	9,838.11
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	93,041.50
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	1,940,686.15
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	621,332.84
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	184,786.85
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	1,923.33
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	85.82
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)	94,352.63
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	14,500.00
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)	393,767.70
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)	8,154.07
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)	164,324.37
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	97,251.34
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)	3,521,165.10
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)	2.36%
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)	2.64%

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)	83,203.40
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(1,533.52)
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 (2.04%) times Part III, Line B19); zero if negative	9,838.11
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (2.04%) times Part III, Line B19) or (the highest rate used to recover costs from any program (2.04%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	9,838.11
E. Optional allocation of negative carry-forward adjustment over more than one year	

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	9,838.11

Approved indirect cost rate:	2.04%
Highest rate used in any program:	2.04%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	96,733.67	1,973.37	2.04%
01	3010	10,070.89	205.45	2.04%
01	4035	1,297.61	22.67	1.75%
01	6266	14,997.59	154.01	1.03%
01	6547	7,310.58	149.14	2.04%
01	6770	30,462.35	304.62	1.00%
01	7435	44,358.11	338.52	0.76%
01	7810	1,441.68	1.27	0.09%

		Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
		Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)		58,067.26	16,679.00	545,411.84	1,757.91	399,269.49	0.00	181,181.31
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)		FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals	**Description**							
0001	Pre-Kindergarten							
1110	Regular Education, K–12	10.00	10.00	10.00	10.00	10.00	10.00	41.00
3100	Alternative Schools							
3200	Continuation Schools							
3300	Independent Study Centers							
3400	Opportunity Schools							
3550	Community Day Schools							
3700	Specialized Secondary Programs							
3800	Career Technical Education							
4110	Regular Education, Adult							
4620	Adult Correctional Education							
4630	Adult Career Technical Education							
4760	Bilingual							
4850	Migrant Education							
5000-5999	Special Education (allocated to 5001)							
6000	ROC/P							
Other Goals	**Description**							
7110	Nonagency - Educational							
7150	Nonagency - Other							
8100	Community Services							
8500	Child Care and Development Services							
Other Funds	**Description**							
- -	Adult Education (Fund 11)							
- -	Child Development (Fund 12)	2.00	2.00	2.00	2.00	1.00	0.00	0.00
- -	Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors		12.00	12.00	12.00	12.00	11.00	10.00	41.00

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	7,619.04	0.00	7,619.04	397.90		8,016.94
1110	Regular Education, K–12	1,839,456.19	1,061,983.28	2,901,439.47	151,527.30		3,052,966.77
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	69,084.06	0.00	69,084.06	3,607.91		72,691.97
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	9,357.14	0.00	9,357.14	488.68		9,845.82
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	35,242.25	0.00	35,242.25	1,840.52		37,082.77
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	85.82	0.00	85.82	4.48		90.30
Other Costs							
----	Food Services					2,337.58	2,337.58
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					14,476.36	14,476.36
----	Other Outgo					264,584.96	264,584.96
Other Funds ----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		139,906.53	139,906.53	29,164.45		169,070.98
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
----	**Total General Fund and Charter Schools Funds Expenditures**	1,960,844.50	1,201,889.81	3,162,734.31	187,031.24	281,398.90	3,631,164.45

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	7,619.04	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	7,619.04
1110	Regular Education, K–12	1,836,358.12	1,174.74	0.00	0.00	0.00	0.00	1,923.33			0.00	0.00	1,839,456.19
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	69,084.06	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	69,084.06
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	7,509.51	0.00	0.00	0.00	1,847.63	0.00	0.00			0.00	0.00	9,357.14
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	35,242.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	35,242.25
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		85.82	0.00	0.00	0.00	85.82
Total Direct Charged Costs		1,955,812.98	1,174.74	0.00	0.00	1,847.63	0.00	1,923.33	85.82	0.00	0.00	0.00	1,960,844.50

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	518,263.34	362,538.63	181,181.31	1,061,983.28
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
- -	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
- -	Child Development (Fund 12)	103,652.67	36,253.86	0.00	139,906.53
- -	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
Total Allocated Support Costs		621,916.01	398,792.49	181,181.31	1,201,889.81

A.	**Central Administration Costs in General Fund and Charter Schools Funds**	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	94,352.63
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	14,500.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	74,319.21
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	3,859.40
5	Total Central Administration Costs in General Fund and Charter Schools Funds	187,031.24
B.	**Direct Charged and Allocated Costs in General Fund and Charter Schools Funds**	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	1,960,844.50
2	Total Allocated Costs (from Form PCR, Column 2, Total)	1,201,889.81
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	3,162,734.31
C.	**Direct Charged Costs in Other Funds**	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	165,138.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	253,395.26
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	418,533.26
D.	**Total Direct Charged and Allocated Costs (B3 + C5)**	3,581,267.57
E.	**Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)**	5.22%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	2,337.58				2,337.58
Enterprise (Objects 1000-5999, 6400-6920)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6700)			14,476.36		14,476.36
Other Outgo (Objects 1000 - 7999)				264,584.96	264,584.96
Total Other Costs	2,337.58	0.00	14,476.36	264,584.96	281,398.90

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
2025-26 Unaudited Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

51 71407 0000000
Form CEA
G8A7Z9J92T(2025-26)

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	990,037.56	301	0.00	303	990,037.56	305	0.00		307	990,037.56	309
2000 - Classified Salaries	783,275.43	311	19,822.18	313	763,453.25	315	182,505.04		317	580,948.21	319
3000 - Employee Benefits	973,961.40	321	15,420.07	323	958,541.33	325	93,011.54		327	865,529.79	329
4000 - Books, Supplies Equip Replace. (6500)	127,973.14	331	2,337.58	333	125,635.56	335	21,715.06		337	103,920.50	339
5000 - Services. . . & 7300 - Indirect Costs	463,705.13	341	1,976.36	343	461,728.77	345	39,618.02		347	422,110.75	349
			TOTAL		3,299,396.47	365			TOTAL	2,962,546.81	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	725,369.12	375
2. Salaries of Instructional Aides Per EC 41011	2100	378,095.60	380
3. STRS	3101 & 3102	176,026.65	382
4. PERS	3201 & 3202	101,462.56	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	47,217.42	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	193,016.83	385
7. Unemployment Insurance	3501 & 3502	587.81	390
8. Workers' Compensation Insurance	3601 & 3602	28,527.29	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	83,724.64	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		1,734,027.92	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		35,242.25	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		142,119.77	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		1,556,665.90	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		52.54%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		x	

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	exempt	
2. Percentage spent by this district (Part II, Line 15)	52.54%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	exempt	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	2,962,546.81	
5. Deficiency Amount (Part III, Line 3 times Line 4)	exempt	

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

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
2025-26 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

51 71407 0000000
Form L
G8A7Z9J92T(2025-26)

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	254,237.12		57,794.97	312,032.09
2. State Lottery Revenue	8560	34,039.29		15,306.10	49,345.39
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)		288,276.41	0.00	73,101.07	361,377.48
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	2,279.83		1,353.76	3,633.59
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			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)		2,279.83	0.00	1,353.76	3,633.59
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	285,996.58	0.00	71,747.31	357,743.89
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.

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
2025-26 Unaudited Actuals
Every Student Succeeds Act Maintenance of Effort
Expenditures

51 71407 0000000
Form ESMOE
G8A7Z9J92T(2025-26)

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2025-26 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	3,631,164.45
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	38,502.70
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	85.82
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	12,500.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	38,189.38
4. Other Transfers Out	All	9200	7200-7299	15,866.00
5. Interfund Transfers Out	All	9300	7600-7629	57,038.87
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	35,242.25
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)				158,922.32
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	62,326.73
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)				3,496,066.16

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)	187.96
B. Expenditures per ADA (Line I.E divided by Line II.A)	18,600.05

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.)	3,217,362.55	18,623.31
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	3,217,362.55	18,623.31
B. Required effort (Line A.2 times 90%)	2,895,626.30	16,760.98
C. Current year expenditures (Line I.E and Line II.B)	3,496,066.16	18,600.05
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

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
2025-26 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

51 71407 0000000
Form SIAA
G8A7Z9J92T(2025-26)

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	0.00				
Other Sources/Uses Detail					0.00	57,038.87		
Fund Reconciliation							0.00	52,093.09
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	0.00	0.00				
Other Sources/Uses Detail					57,038.87	0.00		
Fund Reconciliation							52,093.09	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		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
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								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
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								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	57,038.87	57,038.87	52,093.09	52,093.09

Marcum-Illinois Union Elementary
Sutter County

Unaudited Actuals
2025-26 Unaudited Actuals
Schedule of Capital Assets

51 71407 0000000
Form ASSET
G8A7Z9J92T(2025-26)

	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	148,378.00		148,378.00			148,378.00
Work in Progress	10,300.00	(10,300.00)	0.00			0.00
Total capital assets not being depreciated	158,678.00	(10,300.00)	148,378.00	0.00	0.00	148,378.00
Capital assets being depreciated:						
Land Improvements	1,802,609.91	(115,526.91)	1,687,083.00			1,687,083.00
Buildings	4,431,756.35	(55,853.35)	4,375,903.00	12,500.00		4,388,403.00
Equipment	1,001,701.86	115,527.14	1,117,229.00	15,126.83		1,132,355.83
Total capital assets being depreciated	7,236,068.12	(55,853.12)	7,180,215.00	27,626.83	0.00	7,207,841.83
Accumulated Depreciation for:						
Land Improvements	(1,091,783.00)	(80,645.00)	(1,172,428.00)			(1,172,428.00)
Buildings	(2,704,567.00)	(112,590.00)	(2,817,157.00)			(2,817,157.00)
Equipment	(633,528.00)	(62,471.00)	(695,999.00)			(695,999.00)
Total accumulated depreciation	(4,429,878.00)	(255,706.00)	(4,685,584.00)	0.00	0.00	(4,685,584.00)
Total capital assets being depreciated, net excluding lease and subscription assets	2,806,190.12	(311,559.12)	2,494,631.00	27,626.83	0.00	2,522,257.83
Lease Assets	38,061.00		38,061.00			38,061.00
Accumulated amortization for lease assets	(15,859.00)	(7,612.00)	(23,471.00)			(23,471.00)
Total lease assets, net	22,202.00	(7,612.00)	14,590.00	0.00	0.00	14,590.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	2,987,070.12	(329,471.12)	2,657,599.00	27,626.83	0.00	2,685,225.83
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	238,796.51		238,796.51		27,898.90	210,897.61	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	22,663.00	(7,622.00)	15,041.00			15,041.00	
Net Pension Liability	2,395,138.00	(257,783.00)	2,137,355.00			2,137,355.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable		42,108.00	42,108.00		268.00	41,840.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	2,656,597.51	(223,297.00)	2,433,300.51	0.00	28,166.90	2,405,133.61	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

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								26.00
TOTAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	171.59	1,874.97		2,046.56
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	7,310.58	0.00		7,310.58
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	7,482.17	1,874.97	0.00	9,357.14
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	149.14	0.00		149.14
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations	0.00							0.00
	Total Indirect Costs and PCR Allocations	0.00	0.00	0.00	0.00	149.14	0.00	0.00	149.14
	TOTAL COSTS	0.00	0.00	0.00	0.00	7,631.31	1,874.97	0.00	9,506.28
FEDERAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								0.00
STATE AND LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	171.59	1,874.97		2,046.56
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	7,310.58	0.00		7,310.58
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	7,482.17	1,874.97	0.00	9,357.14
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	149.14	0.00		149.14
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations	0.00							0.00
	Total Indirect Costs and PCR Allocations	0.00	0.00	0.00	0.00	149.14	0.00	0.00	149.14
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	7,631.31	1,874.97	0.00	9,506.28
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)								0.00
	TOTAL COSTS								9,506.28
LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)								153,689.64
	TOTAL COSTS								153,689.64

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

2024-25 Expenditures	A. State and Local	B. Local Only
1. Enter Total Costs amounts from the 2024-25 Report SEMA, 2024-25 Expenditures by LEA (LE-CY) worksheet, Total Column, for the State and Local Expenditures section and the Local Expenditures section	117.01	124,200.92
2. Enter audit adjustments of 2024-25 special education expenditures from SACS2026ALL data, not included in Line 1 (explain below) (Funds 01, 09, and 62; resources 0000-2999 & 6000-9999; Object 9793)		
3. Enter restatements of 2025-26 special education beginning fund balances from SACS2026ALL data, not included in Line 1 (explain below) (Funds 01, 09, and 62; resources 0000 - 2999 & 6000 - 9999; Object 9795)		
4. Enter any other adjustments, not included in Line 1 (explain below)		
5. 2024-25 Expenditures, Adjusted for 2025-26 MOE Calculation (Sum lines 1 through 4)	117.01	124,200.92

C. Unduplicated Pupil Count	
1. Enter the unduplicated pupil count reported in 2024-25 Report SEMA, 2024-25 Expenditures by LEA (LE-CY) worksheet	21.00
2. Enter any adjustments not included in Line C1 (explain below)	
3. 2024-25 Unduplicated Pupil Count, Adjusted for 2025-26 MOE Calculation (Line C1 plus Line C2)	21.00

SELPA: **Sutter County (BV)**

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA. If a member of a SELPA, submit this form together with the 2025-26 Expenditures by LEA (LE-CY) and the 2024-25 Expenditures by LEA (LE-PY) to the SELPA AU. If a single-LEA SELPA, submit the forms to the CDE.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-A worksheet has been revised to make changes to section 3. Test 1, Test 2, Test 3, and Test 4. The revised sections allow the LEA to compare the 2025-26 expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year. To ensure the LEA is comparing 2025-26 expenditures to the appropriate comparison year, the LEA is required to complete the Subsequent Years Tracking (SYT) worksheet with their LMC-A worksheet. The SYT worksheet tracks the result for each of the four methods back to FY 2011-12, which is the baseline year for LEA MOE calculations established by the Office of Special Education Programs. The SYT worksheet is available at:http://www.cde.ca.gov/sp/se/as/documents/subseqyrtrckwrksht.xls.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods. These results are necessary both for historical purposes and for the possibility that the LEA may want, or need, to switch methods in future years.

SECTION 1 — Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both. If the LEA meets one of the conditions below, the LEA must complete and include the IDEA MOE Exemption Worksheet available at: http://www.cde.ca.gov/sp/se/as/documents/leamoeexempwrksht.xls

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

2. A decrease in the enrollment of children with disabilities.

3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:

a. Has left the jurisdiction of the agency;

b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or

c. No longer needs the program of special education.

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
Total exempt reductions	0.00	0.00

SECTION 2 — Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

SELPA: **Sutter County (BV)**

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

			State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)				
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Awards - Resource 3310)				
Increase in funding (if difference is positive)	0.00			
Maximum available for MOE reduction (50% of increase in funding)	0.00	(a)		
Current year funding (IDEA Section 619 - Resource 3315)				
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00	(b)		
If (b) is greater than (a).				
Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)		(c)		
Available for MOE reduction. (line (a) minus line (c), zero if negative)	0.00	(d)		
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).				
If (b) is less than (a).				
Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).		(e)		
Available to set aside for EIS (line (b) minus line (e), zero if negative)	0.00	(f)		

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

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SECTION 3

	Column A	Column B	Column C

SELPA: Sutter County (BV)

A. COMBINED STATE AND LOCAL EXPENDITURES METHOD

		Actual Expenditures (LE-CY Worksheet) FY 2025-26	Actual Expenditures Comparison Year 2023-24	Difference (A - B)
Test 1	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
	a. Total special education expenditures	9,506.28		
	b. Less: Expenditures paid from federal sources	0.00		
	c. Expenditures paid from state and local sources	9,506.28	4,799.93	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		4,799.93	
	Less: Exempt reduction(s) for SECTION1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from state and local sources	9,506.28	4,799.93	4,706.35

If the difference in Column C for the Section 3.Test 1 is positive or zero, the MOE compliance requirement is met based on the combination of state and local expenditures.

		Actual FY 2025-26	Comparison Year 2023-24	Difference
Test 2	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita state and local expenditures.			
	a. Total special education expenditures	9,506.28		
	b. Less: Expenditures paid from federal sources	0.00		
	c. Expenditures paid from state and local sources	9,506.28	4,799.93	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		4,799.93	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from state and local sources	9,506.28	4,799.93	
	d. Special education unduplicated pupil count	26.00	21.00	
	e. Per capita state and local expenditures (Test2c/Test2d)	365.63	228.57	137.06

If the difference in Column C for the Section 3.Test 2 is positive or zero, the MOE compliance requirement is met based on the per capita state and local expenditures.

B. LOCAL EXPENDITURES ONLY METHOD

SELPA: **Sutter County (BV)**

		Actual FY 2025-26	Comparison Year 2024-25	Difference
Test 3	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
	a. Expenditures paid from local sources	153,689.64	124,200.92	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		124,200.92	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	153,689.64	124,200.92	29,488.72

If the difference in Column C for the Section 3.Test 3 is positive or zero, the MOE compliance requirement is met based on the local expenditures only.

		Actual FY 2025-26	Comparison Year 2024-25	Difference
Test 4	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
	a. Expenditures paid from local sources	153,689.64	124,200.92	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE		124,200.92	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	153,689.64	124,200.92	
	b. Special education unduplicated pupil count	26.00	21.00	
	c. Per capita local expenditures (Test4a/Test4b)	5,911.14	5,914.33	(3.19)

If the difference in Column C for the Section 3.Test 4 is positive or zero, the MOE compliance requirement is met based on the per capita local expenditures only.

Maggie Irby	(530) 656-2407
Contact Name	Telephone Number
Superintendent/Principal	Maggiei@sutter.k12.ca.us
Title	Email Address

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								26.00
TOTAL BUDGET (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	200.00		200.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	200.00	0.00	200.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL COSTS	0.00	0.00	0.00	0.00	0.00	200.00	0.00	200.00
STATE AND LOCAL BUDGET (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	200.00		200.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	200.00	0.00	200.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	200.00	0.00	200.00
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								200.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
LOCAL BUDGET (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from State and Local Budget section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								175,200.00
	TOTAL COSTS								175,200.00

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								26.00
TOTAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	171.59	1,874.97		2,046.56
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	7,310.58	0.00		7,310.58
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	7,482.17	1,874.97	0.00	9,357.14
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	149.14	0.00		149.14
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	0.00							0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	149.14	0.00	0.00	149.14
	TOTAL COSTS	0.00	0.00	0.00	0.00	7,631.31	1,874.97	0.00	9,506.28
FEDERAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								0.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
STATE AND LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	171.59	1,874.97		2,046.56
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	7,310.58	0.00		7,310.58
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	7,482.17	1,874.97	0.00	9,357.14
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	149.14	0.00		149.14
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	0.00							0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	149.14	0.00	0.00	149.14
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	7,631.31	1,874.97	0.00	9,506.28
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)								0.00
	TOTAL COSTS								9,506.28
LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)								0.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)								153,689.64
	TOTAL COSTS								153,689.64

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: **Sutter County (BV)**

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA. If a member of a SELPA, submit this form together with the 2026-27 Budget by LEA (LB-B) and the 2025-26 Expenditures by LEA (LE-B) to the SELPA AU. If a single-LEA SELPA, submit the forms to the CDE.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the eligibility standard. To meet the requirement of the Subsequent Years Rule, the LMC-B worksheet has been revised to make changes to section 3. Test 1, Test 2, Test 3, and Test 4. The revised sections allow the LEA to compare the 2026-27 budgeted expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year. To ensure the LEA is comparing 2026-27 budgeted expenditures to the appropriate comparison year, the LEA is required to complete the Subsequent Years Tracking (SYT) worksheet with their LMC-B worksheet. The SYT worksheet tracks the result for each of the four methods back to FY 2011-12, which is the baseline year for LEA MOE calculations established by the Office of Special Education Programs. The SYT worksheet is available at: http://www.cde.ca.gov/sp/se/as/documents/subseqyrtrckwrksht.xls.

There are four methods that the LEA can use to demonstrate the eligibility standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods. These results are necessary both for historical purposes and for the possibility that the LEA may want, or need, to switch methods in future years.

SECTION 1 — Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both. If the LEA meets one of the conditions below, the LEA must complete and include the IDEA MOE Exemption Worksheet available at: http://www.cde.ca.gov/sp/se/as/documents/leamoeexempwrksht.xls.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

2. A decrease in the enrollment of children with disabilities.

3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:

a. Has left the jurisdiction of the agency;

b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or

c. No longer needs the program of special education.

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
Total exempt reductions	0.00	0.00

SECTION 2 — Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

SELPA: **Sutter County (BV)**

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

			State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)				
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)				
Increase in funding (if difference is positive)	0.00			
Maximum available for MOE reduction (50% of increase in funding)	0.00	(a)		
Current year funding (IDEA Section 619 - Resource 3315)				
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00	(b)		

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)		(c)		
Available for MOE reduction. (line (a) minus line (c), zero if negative)	0.00	(d)		
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).				

If (b) is less than (a).

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).		(e)		
Available to set aside for EIS (line (b) minus line (e), zero if negative)	0.00	(f)		

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

575

SELPA: Sutter County (BV)

SECTION 3

		Column A	Column B	Column C
		Budgeted Amounts (LB-B Worksheet) FY 2026-27	Actual Expenditures Comparison Year 2025-26	Difference (A - B)
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD				
Test 1	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
	a. Total special education expenditures	200.00		
	b. Less: Expenditures paid from federal sources	0.00		
	c. Expenditures paid from state and local sources	200.00	9,506.28	
	Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		9,506.28	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from state and local sources	200.00	9,506.28	(9,306.28)
	If the difference in Column C for the Section 3.Test 1 is positive or zero, the MOE Eligibility requirement is met based on the combination of state and local expenditures.			

		Budgeted Amounts FY 2026-27	Comparison Year 2025-26	Difference
Test 2	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita state and local expenditures.			
	a. Total special education expenditures	200.00		
	b. Less: Expenditures paid from federal sources	0.00		
	c. Expenditures paid from state and local sources	200.00	9,506.28	
	Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		9,506.28	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from state and local sources	200.00	9,506.28	

SELPA: **Sutter County (BV)**

d. Special education unduplicated pupil count	26.00	26.00	
e. Per capita state and local expenditures (Test2c/Test2d)	7.69	365.63	(357.93)

If the difference in Column C for the Section 3.Test 2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

B. LOCAL EXPENDITURES ONLY METHOD

		Budget FY 2026-27	Comparison Year 2025-26	Difference
Test 3	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
	a. Expenditures paid from local sources	175,200.00	153,689.64	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		153,689.64	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	175,200.00	153,689.64	21,510.36

If the difference in Column C for the Section 3.Test 3 is positive or zero, the MOE eligibility requirement is met based on the local expenditures only.

		Budget FY 2026-27	Comparison Year 2024-25	Difference
Test 4	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on per capita local expenditures			
	a. Expenditures paid from local sources	175,200.00	124,200.92	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		124,200.92	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	175,200.00	124,200.92	
	b. Special education unduplicated pupil count	26.00	21.00	
	c. Per capita local expenditures (Test4a/Test4b)	6,738.46	5,914.33	824.13

If the difference in Column C for the Section 3.Test 4 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

Maggie Irby (530) 656-2407

SELPA:	Sutter County (BV)

Contact Name	Telephone Number
Superintendent/Principal	Maggiei@sutter.k12.ca.us
Title	Email Address

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

Marcum-Illinois Union Elementary **Sutter County**

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

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

GENERAL LEDGER CHECKS

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

FUND	RESOURCE	OBJECT	VALUE
13	5310	8660	($2,023.81)

Explanation: The cafeteria fund operated with a negative cash balance throughout most of 2025–26.

13	5310	9790	($5,099.18)

Explanation: The negative Object 9790 balance results from the required classification of revolving cash and inventory as nonspendable fund balance in Objects 9711 and 9712. Resource 5310 has no net ending fund balance; therefore, the negative 9790 amount offsets the non-spendable balances and does not represent an operating deficit.

25	9010	8681	($2,002.56)

Explanation: The District collected no new developer fees during the 2025–2026 fiscal year. However, it disbursed a prior-year share payment to the high school district, which ultimately exceeded the interest revenue earned during the year.

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources: **Exception**

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
01	6546	$0.00	$15,866.00	($15,866.00)

Explanation: The district receives Special Education Mental Health funds that will be transferred to the County Office to be spent through the SELPA.

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

FUND	RESOURCE	VALUE
25	9010	($147.03)

Explanation: The District collected no new developer fees during the 2025–2026 fiscal year. However, it disbursed a prior-year share payment to the high school district, which ultimately exceeded the interest revenue earned during this period.

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

Marcum-Illinois Union Elementary **Sutter County**

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

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

GENERAL LEDGER CHECKS

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

FUND	RESOURCE	NEG. EFB
13	7042	($10,929.92)

Explanation: The 2026–27 budget was originally built using an estimated ending fund balance from 2025–26. However, because those funds were fully expended in 2025–26, a budget adjustment will be made during the first interim period to increase the contribution from the General Fund.

Total of negative resource balances for Fund 13 ($10,929.92)

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

FUND	RESOURCE	OBJECT	VALUE
13	7042	9790	($10,929.92)

Explanation: The 2026–27 budget was originally built using an estimated ending fund balance from 2025–26. However, because those funds were fully expended in 2025–26, a budget adjustment will be made during the first interim period to increase the contribution from the General Fund.

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources: **Exception**

FUND	RESOURCE	Pass-through Revenues	Transfers of Pass-through Revenues	Difference
01	6546	$0.00	$15,763.00	($15,763.00)

Explanation: The district receives Special Education Mental Health funds that will be transferred to the County Office to be spent through the SELPA.

Marcum-Illinois Union Elementary School District
2452 El Centro Blvd. East Nicolaus, CA 95659

RESOLUTION FOR THE GANN AMENDMENT
RESOLUTION NO. 2026-2027-03

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2025-26 fiscal year and a projected Gann Limit for the 2026-27 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2025-26 and 2026-27 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2025-26 and 2026-27 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district. I hereby certify that the foregoing is a true copy of the resolution adopted by the *District* School District in a meeting therefore held on *September 14, 2026* by the following:

Ayes: _____
Noes: _____
Absent: _____

Board President's Name
President, Board of Education

Superintendent's Name
Superintendent

Expenditures through:

For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	855,092.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		855,092.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	581,772.39
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	273,319.61
Books and Supplies	4000-4999 except 4700	0.00
Food Costs	4700	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	0.00
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		855,092.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		855,092.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

Expenditures through:

For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
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Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		855,092.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	581,772.39
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	273,319.61
Books and Supplies	4000-4999	
	except 4700	
Instruction (Functions 1000-1999)		0.00
Noninstruction (Functions other than 1000-1999)		0.00
Food Costs	4700	0.00
Subagreements for Services	5100-5199	
Instruction (Functions 1000-1999)		0.00
Noninstruction (Functions other than 1000-1999)		0.00
Travel and Conferences	5200-5299	0.00
Services and Other Operating Expenditures		
(Excluding objects 5200-5299 and 5800-5999)	5300-5799	0.00
Professional/Consulting Services & Operating Expenditures	5800-5899	
Instruction (Functions 1000-1999)		0.00
Noninstruction (Functions other than 1000-1999)		0.00
Communications	5900-5999	
Instruction (Functions 1000-1999)		0.00
Noninstruction (Functions other than 1000-1999)		0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding	7000-7299,	
Indirect Costs)	7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		855,092.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
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Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		855,092.00
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Indirect Costs divided by Eligible Expenditures		0.00%

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For Fund(s), Resource(s), and Project Year(s):

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Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		855,092.00
EXPENDITURES AND OTHER FINANCING USES	**Function Codes**	
(Objects 1000-7999)		
Instruction	1000-1999	855,092.00
Instruction-Related Services	2000-2999	0.00
Pupil Services	3000-3999	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		855,092.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		855,092.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

Expenditures through:

For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

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AMOUNT AVAILABLE FOR THIS FISCAL YEAR	**Object Codes**	
Adjusted Beginning Fund Balance	9791-9795	0.00
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Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		855,092.00
EXPENDITURES AND OTHER FINANCING USES	**Function Codes**	
(Objects 1000-7999)		
Instruction	1000-1999	855,092.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		855,092.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 4700 & 5100-5199)		855,092.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

MIUESD BOARD RESOLUTION 2026-2027-04
EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Marcum-Illinois Union Elementary School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Marcum-Illinois Union Elementary School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: September 14, 2026

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member