

# Hanford Elementary School District

## REGULAR BOARD MEETING AGENDA

Wednesday, June 12, 2024

HESD District Office Board Room

714 N. White Street, Hanford, CA

### OPEN SESSION

5:30 p.m.

- Call to Order
- Members Present
- Pledge to the Flag

### CLOSED SESSION

- **Student Discipline** *(Education Code Section 48918... requires closed sessions in order to prevent the disclosure of confidential student record information)*

#### **Administrative Panel Recommendations**

Case# 24-37 – CDS

Case# 24-28 – CDS (suspension from program)

Case# 24-39 – Kennedy

Case# 24-40 – Kennedy

- **Personnel** *(Pursuant to Government Code 54956.9, Trustees will adjourn to Closed Session to discuss the items listed below. The items to be discussed shall be announced in accordance with Government Code Section 54954.5 and/or under Education Code Provisions)*
  - Conference with Labor Negotiators (GC 54957)
    - Agency Representatives: J. Gabler & J. Martinez
    - Employee Organization: HETA; CSEA
  - Conference with Legal Counsel – Anticipated Litigation *(Significant exposure to litigation pursuant to Gov. Code, §54956.9, subd. (d)[(2) or (3)]: 1*
  - Public Employee Performance Evaluation (GC 54957) - Superintendent

### OPEN SESSION

6:15 P.M.

Take action on closed session items

### 1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

*(In order to insure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the President and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit total time for public input on each item to 20 minutes.)*

- a) Public comments
- b) Board and staff comments
- c) Requests to address the Board at future meetings
- d) Review Dates to remember

- Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the Superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.
- Any individual who requires disability-related accommodations or modifications, including auxiliary aides and services, in order to participate in the Board meeting should contact the Superintendent's Office at least 48 hours prior to the meeting.
- Telephonic attendance due to medical accommodation: 318 S. Redington Street

**PUBLIC HEARING:** Hanford Elementary School District Local Control Accountability Plan (LCAP) (Heugly)

**PUBLIC HEARING:** 2024-2025 Hanford Elementary School District Budget (Endo)

## **2. CONSENT ITEMS**

*(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)*

- a) Accept warrant listings dated May 15, 2023; May 17, 2024; May 22, 2024; May 24, 2024; May 29, 2024 and May 31, 2024.
- b) Approve minutes of the Regular Board Meeting held on May 22, 2024.
- c) Approve donation from Lowe's of items that have expired in classroom lockdown kits to MLK.
- d) Approve donation of \$4,462.57 from JFK ASB.

## **3. INFORMATION ITEMS**

- a) Receive for information the November 2024 School Board Measure Follow-up (Gabler)
- b) Receive for information a report from the District Parent Advisory Committee – May 14, 2024 Meeting (Heugly)
- c) Receive for information a report from the District English Learner Advisory Committee – May 16, 2024 Meeting (Gomez)
- d) Receive for information the revised Board Policy 5141.21 – Administering Medication and Monitoring Health Conditions (Strickland)
- e) Receive for information the revised Administrative Regulation 5123 – Promotion/Acceleration/Retention (Strickland)

## **4. BOARD POLICIES AND ADMINISTRATION**

- a) Consider approval of Memorandum of Understanding with Tulare County Office of Education/Migrant Program Region VIII Model B District (Gomez)
- b) Consider approval of Consultant Contract with HB3 Literacy (Rubalcava)
- c) Consider approval of Memorandum of Understanding and Instructional Consultant Contract with Tulare County Office of Education OnStage Theatre Company (Heugly)
- d) Hear public comments and consider approval of negotiated amendments to the 2022-2025 Collective Bargaining Agreement with the Hanford Elementary Association (HETA) (Martinez)
- e) Consider declaration of surplus technology inventory (Goldsmith)

## **5. PERSONNEL (Martinez)**

- a) Employment
  - Certificated, effective 8/8/24
    - Anel Acosta, Teacher, Probationary
    - Megan Betancourt, Teacher, Probationary
    - Gloria Mendivil Ramirez, Teacher, Probationary

### **CLASSIFIED SHORT-TERM EMPLOYMENT – SUMMER PROGRAMS**

#### Elementary Summer Program

- Melissa Acosta, Substitute Bus Driver – 4.75 hrs., Hamilton, effective 7/15/24-7/19/24
- Abel Aguilar, Bus Driver – 4.75 hrs., Hamilton, effective 6/17/24-7/19/24

- April Allen, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Danna Bailey, Bus Driver – 4.75 hrs., Hamilton, effective 6/17/24-7/19/24
- Michelle Banuelos, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Kristin Brieno, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Rylyn Burnett, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Emily Bush, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Monique Cantu, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Priscilla Cardenas, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Tania Garcia, Bus Driver – 4.75 hrs., Hamilton, effective 6/17/24-7/12/24
- Julie Gonzales, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Marissa Gonzales, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Yara Gutierrez, READY Site Lead – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Yvonne Hernandez, READY Site Lead – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Sierra Hilyard, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Savannah Juarez, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Kadence Latham, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Michael Leon, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Adrianna Luna, READY Site Lead – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Alyssa Medina, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Anadalila Mendoza Martinez, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Bianca Montoya, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Marcilina Ocampo, READY Program Tutor – 4.5 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Kristi Ochoa, Substitute READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Maricruz Pacheco Barajas, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Jannette Perez, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED

- Addrianna Potter, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Dana Raulino, Bus Driver – 3.25 hrs., West Hill Community College, effective 6/17/24-6/27/24
- Stephen Reyes, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Alicia Sanchez, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Veronica Sanchez, Bus Driver – 3.25 hrs., West Hills Community College, effective 6/17/24-6/27/24
- Sandra Solorio, Licensed Vocational Nurse – 8.0 hrs., Hamilton, effective 6/14/24-6/28/24 REVISED
- Viviana Solorio, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Elizabeth Steen, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Maddison Tomey, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Ashley Torres, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Alijah Turner, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Selina Valles, Substitute READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Brenn Vallin, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Jasmine Vidal, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Mia Welsh, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED

Extended School Year Program

- Alisa Hout, Special Education Aide – 5.0 hrs. Hamilton, effective 6/17/24-7/12/24
- Karina Mendez Solorio, Bus Driver – 3.5 hrs., Hamilton, effective 6/17/24-7/12/24
- Roxana Vasquez, Special Circumstance Aide – 5.0 hrs., Hamilton, effective 6/17/24-7/12/24

Seamless Summer Meal Program at Lincoln, Monroe, Hamilton and Food Services

- Carrie Canada, Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/5/24
- Lucila Cervantes, Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/5/24
- Veronica Grever, Substitute Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/5/24
- Ruby Hernandez, Food Service Worker I - 2.5 hrs., Monroe, effective 6/12/24-7/12/24
- Audra Jaurigui, Substitute Food Service Worker I – 2.5 hrs., Lincoln, effective 6/12/24-7/26/24
- Citlali Jimenez Garcia, Substitute Food Service Worker I – 4.25 hrs., Hamilton, effective 7/8/24-7/19/24 and Food Service Worker I – 2.5 hrs., Monroe, effective 7/22/24-7/26/24



- Veronica Leach, Food Service Worker I – 2.5 hrs., Monroe, effective 6/12/24-7/26/24
- Norma Navarrete Navarro, Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/05/24
- Wendi Santimore, Substitute Food Service Worker I and Cook/Baker – 5.25 hrs., Food Services and Lincoln, effective 6/12/24-7/26/24
- Rosa Temores, Substitute Food Service Worker I – 4.25 hrs., Hamilton, effective 7/08/24-7/19/24

Change in Work Year

- Erika Castorena, from 11-month Child Welfare/Attendance Specialist – 8.0 hrs., District Office, to 12-month Child Welfare/Attendance Specialist – 8.0 hrs., District Office, effective 7/1/24

b) Promotions

Certificated Management

- Kelly Bekedam, from Learning Director – 8.0 hrs., King, to Principal – 8.0 hrs., King, effective 7/29/24
- Cruz Sanchez-Leal, from Principal – 8.0 hrs., King, to Director of Special Education – 8.0 hrs., Special Services, effective 7/1/24

Classified

- Susan Tavares, from Lead Custodian – 8.0 hrs., Hamilton, to Head Custodian – 8.0 hrs., Kennedy, effective 5/31/24

c) Resignations

Certificated Management

- Leslie Marain, Program Specialist, Special Services, effective 6/28/24

Classified

- Ashley Acle, Food Service Worker II – 2.5 hrs., Wilson, effective 05/24/24
- Sabine Appleby, Special Education Aide – 5.0 hrs., Hamilton, effective 06/07/24
- Dulce Ambrocio, Substitute Yard Supervisor, effective 03/15/24
- Melissa Escobar, Educational Tutor, K-8 – 4.5 hrs., Kennedy, effective 06/07/24
- Korin Lopez, Food Service Worker I – 3.0 hrs., Lincoln, effective 06/07/24
- Martha Medina Morales, Yard Supervisor – 3.5 hrs., Monroe, effective 05/24/24
- Adilene Ochoa, Yard Supervisor – 3.5 hrs., Lincoln, effective 04/04/24
- Teresa Puente, Substitute Yard Supervisor, effective 05/08/24
- Samantha Ramirez, Substitute READY Program Tutor, effective 03/11/24
- Katie Reid-Eckert, Paraprofessional (TK/K) – 7.0 hrs., King, effective 06/07/24
- Jasmine Reyes Hernandez, Special Circumstance Aide – 5.75 hrs., Lincoln, effective 5/31/24
- Gina Rosaroso, Substitute Yard Supervisor, effective 03/08/24

d) Salary/Wage Schedules for 2024-2025

- Classified Salary Schedule (Interim)
- Classified, Substitute/Temporary Wage Schedule (Interim)
- Non-Represented Part-Time Employee Wage Schedule (Interim)
- Management/Professional Specialist/Confidential Salary Schedule (Interim)

e) Ratify Assistant Superintendents/CBO Employment Contracts for 2024-2025

- David Endo, Chief Business Official, Fiscal Services

- Jaime Martinez, Assistant Superintendent, Human Resources
- Jill Rubalcava, Assistant Superintendent, Curriculum, Instruction and Professional Development
- Jason Strickland, Assistant Superintendent, Student Services

f) Job Descriptions

- Supervisor: Transportation Supervisor (title change and revised)

g) Consider approval of a Practicum Student Agreement with National University

- Authorize agreement to enter into an Unpaid Student Teaching and Practicum Agreement between Hanford Elementary School District and National University to be effective on 6/12/24 through 6/12/2027 (3-year maximum)

h) Volunteers

<u>Name</u>	<u>School</u>
Iris Caravantes	Jefferson
Robert Davila	Jefferson
Michelle Bell	Simas

**6. FINANCIAL** (Endo)

- a) Consider approval of food services agreement with Kings County Office of Education
- b) Consider approval of the utilization of Education Technology Joint Powers Authority (Ed Tech JPA) Master Contract for the purchase of a Nutrition Management System
- c) Consider approval of a bond counsel agreement
- d) Consider approval of a financial advisor contract

**ADJOURN MEETING**

HANFORD ELEMENTARY SCHOOL DISTRICT  
AGENDA REQUEST FORM

TO: Joy Gabler  
FROM: Jay Strickland  
DATE: May 31, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet  
☐ Information  
☒ Action

Date you wish to have your item considered: June 12, 2024

ITEM: Administrative Panel Recommendations

PURPOSE:

Case# 24-37 – CDS  
Case# 24-28 – CDS (suspension from program)  
Case# 24-39 – Kennedy  
Case# 24-40 - Kennedy

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Robert Heugly

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 06/12/2024

**ITEM:****PUBLIC HEARING** - Hanford Elementary School District Local Control Accountability Plan (LCAP)**PURPOSE:**

Included for your review is a copy of the proposed Hanford Elementary School District LCAP that will be reviewed during the public hearing. The LCAP is a document that details how school districts are addressing the State's eight priority areas with the augmented funding the State provides for disadvantaged students (English learners, foster youth, and economically disadvantaged).

The LCAP is also prominently displayed on the District's website at:

<https://resources.finalseite.net/images/v1716932404/hesdk12caus/yvbmstnnypmuyafqr54m/2024HESDBOPLCAPandANNUALUPDATECOMBINEDDRAFT5-28-24.pdf>

**FISCAL IMPACT:**

The fiscal impact is detailed in the LCAP and will be discussed at the public hearing.

**RECOMMENDATIONS:**

This item is informational only.

## **PUBLIC NOTICE**

### 2024-2025 Budget Hearing

Public Hearings for the 2024-25 Hanford Elementary School District Local Control Accountability Plan and District Budget will be held by the Trustees of the Hanford Elementary School District on June 12, 2024, at 5:30 p.m. in the District Office Board Room at 714 N. White Street, Hanford, CA 93230.

Any taxpayer directly affected by the Hanford Elementary School District may appear before the Trustees of the Hanford Elementary School District and speak on the proposed budget or any item therein. The proposed budget may be inspected by the public from June 5, 2024, 7:30 a.m. to 4:30 p.m., through June 12, 2024, 7:30 a.m. to 4:30 p.m., in the District Office at 714 N. White Street, Hanford, CA 93230.

Date to Publish: May 29, 2024

Paper to Publish: Hanford Sentinel

Contact: David Endo



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# Local Control Accountability Plan

Review Draft LCAP (Summarized)

Hanford Elementary School District

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June 12, 2024

# HESD Educational Partners

*The following Educational Partners were some of the groups that were consulted as part of the LCAP development process*

- *Hanford Elementary Parent Advisory Committee (Parents)*
- *Hanford Elementary District English Learner Advisory Committee (Parents of EL Students)*
- *Hanford Elementary Teacher's Association (HETA) (Teachers)*
- *California School Employee Association (CSEA) (Other School Employees)*
- *Hanford Elementary Instructional Cabinet (Administrators and Other School Leaders)*
- *Student Focus Group & Student Survey (Students)*
- *LCAP Public Hearing June 12, 2024 (Regular Board Meeting) (General Public)*
- *LCAP Adoption June 26, 2024 (Regular Board Meeting) (General Public)*

# LCAP Goal 1

*Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.*



## A Broad Educational Program



# LCAP Goal 1 - Actions

13

Action Title	Action Description	Budgeted Expenditure
<i>Action 1.1</i> Supplies/Materials School Sites	School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, physical education.	\$186,255
<i>Action 1.2</i> School Libraries	<p>School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check out/check in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices.</p> <p>Library Media Technician aide for each school site Destiny library information system</p>	\$945,221
<i>Action 1.3</i> Technology	<p>Students in grades 2-8 have access to laptop computers and standards-aligned digital content, which is supplemental to the hard copy textbook/workbook curriculum required. Students in grades TK-1 have access to an iPad and standards-aligned digital content, which is supplemental to the hard copy textbook/workbook curriculum required.</p> <p>Laptop for each student grades 2-8. iPad for each student in TK, K, 1 5 Computer Technicians 2 Tech Engineers Standards-aligned digital content/subscriptions</p>	\$1,928,606

# LCAP Goal 1 – Actions (Continued)

14

Action Title	Action Description	Budgeted Expenditure
<i>Action 1.4</i> Study Trips	Students in each grade level attend a study trip that is aligned with content standards for their grade. Entrance fees Transportation	\$310,000
<i>Action 1.5</i> Art, Music, PE	Art, music, and PE instruction is supported with staff, supplies, and materials. 3.0 Art Teachers Art Supplies 5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies After School Athletics and Youth Development Personnel After School Athletics and Youth Development Supplies	\$2,252,303
<i>Action 1.6</i> After School Program	Students in grades 7-8 will have the opportunity to participate in an after-school enrichment. After School Staff Supplies and materials	\$800

## LCAP Goal 2

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.



## Academic Achievement

## LCAP Goal 2 - Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 2.1</i> Eliminate Combination Classes /Reduce Class Sizes	Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class sizes in grades 4-8. 19 Classroom Teachers	\$2,536,806
<i>Action 2.2</i> Summer Program	Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.	\$0
<i>Action 2.3</i> Instructional Materials	Provide low-income students, foster youth, and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased support for English learners and struggling students. Instructional Materials (Books, textbooks) Teacher Resource Specialist	\$381,610

## LCAP Goal 2 – Actions (Continued)

Action Title	Action Description (Summarized)	Budgeted Expenditures
<p><i>Action 2.4</i> Supporting Designated and Integrated ELD</p>	<p>Designated and Integrated are supported with staff, supplies, and materials.</p> <p>Designated ELD EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels.</p> <p>Integrated ELD EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners.</p> <p>Director Program Development, Assessment, and Accountability (50%) 33% Learning Directors 50% Admin Secretary (PD ELs) 1 EL Instructional Aide (Jr. High) Supplies Materials for Supplemental ELD Instruction</p>	<p>\$951,692</p>

## LCAP Goal 3

The district will support teachers and staff with professional development, training, and collaboration time.



## Support for Teachers & Staff

# LCAP Goal 3 - Actions

Action Title	Action Description	Budgeted Expenditures
<b>Action 3.1</b> Teacher Professional Development	Teachers are supported with leadership, training, and professional development. 33% Learning Directors 50% Admin. Secretary (Supports PD) 3 Teacher PD Days	\$1,243,006
<b>Action 3.2</b> Teacher Collaboration Time	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher Resource Specialist Admin. Supplies, Materials	\$118,829
<b>Action 3.3</b> New Teacher Induction	The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. Admin Secretary (Induction) Induction Program Supplies	\$156,062

## LCAP Goal 4

Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.



## Supports for Students



# LCAP Goal 4 - Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 4.1</i> Coordination of Student Support	Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. Learning Directors Director of School Climate, Child Welfare and Attendance Child Welfare and Attendance Specialist (for School Climate Child Welfare and Attendance) Supplies/Materials (for School Climate Child Welfare and Attendance) Supplies/Materials for Foster Youth School Social Worker SARB	\$1,304,498
<i>Action 4.2</i> Health Professionals (Physical/Mental/Social /Emotional)	School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems, including reducing suspension SWD (DA Subgroup). 5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site) School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) 2 Counselors (Junior High) (One Per School) <i>(Note there are additional counselors funded from different sources)</i>	\$2,698,603

# LCAP Goal 4 – Actions (Continued)

22

Action Title	Action Description	Budgeted Expenditures
<i>Action 4.3</i> School Support Staff	<p>Additional support staff provides direct services to students to promote a positive school climate, good citizenship, and school safety, including reducing suspension SWD (DA Subgroup).</p> <p>8 Student Specialists 2 Vice Principals 2 School Resource Officers (not district employees) Yard Supervision</p> <p>Community Day School (CDS): *1 CDS Principal/Youth Development *3 CDS Teachers *1 CDS Specialist *3 CDS Aides *Supplies</p>	\$3,780,141
<i>Action 4.4</i> Transportation	Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	\$500,000

## LCAP Goal 5

Communication between schools and home will be regular and meaningful.



## Parent Engagement & Communication

# LCAP Goal 5 – Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 5.1</i> Parent/Family Communication	The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	\$0
<i>Action 5.2</i> Parent Involvement Activities	School sites and the district will provide parents with a variety of informational, training/educational, and social activities. Parent Liaison Parent Education Center Supplies	\$341,650
<i>Action 5.3</i> Required Committees	The district and school sites will maintain the required committees for parent input.	\$0

## LCAP Goal 6

The students at Community Day School will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.



## Equity Multiplier Funding

# LCAP Goal 6 – Actions

26

Action Title	Action Description	Budgeted Expenditures
<i>Action 6.1</i> Student Support	Direct support for students, School health professionals, Counselors, Psychologists, and other professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.	\$88,419

# LCAP Process Going Forward

- PAC and DELAC recommend that the HESD Board of Trustees approve the 2024-2025 through 2026-2027 Year 1 LCAP
- A public hearing will be held at the HESD Board meeting on June 12<sup>th</sup>
- The LCAP will be brought before the HESD Board of Trustees at the meeting on June 26<sup>th</sup> with a recommendation for approval
- The Board approved LCAP will be posted on the district website
- The Kings County Office of Education will review the district's LCAP and make any recommendations for revision
- The Kings County Office of Education will Approve the LCAP



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Elementary School District

CDS Code: 16639170000000

School Year: 2024-25

LEA contact information:

Robert Heugly

Director of Program Development, Assessment, and Accountability

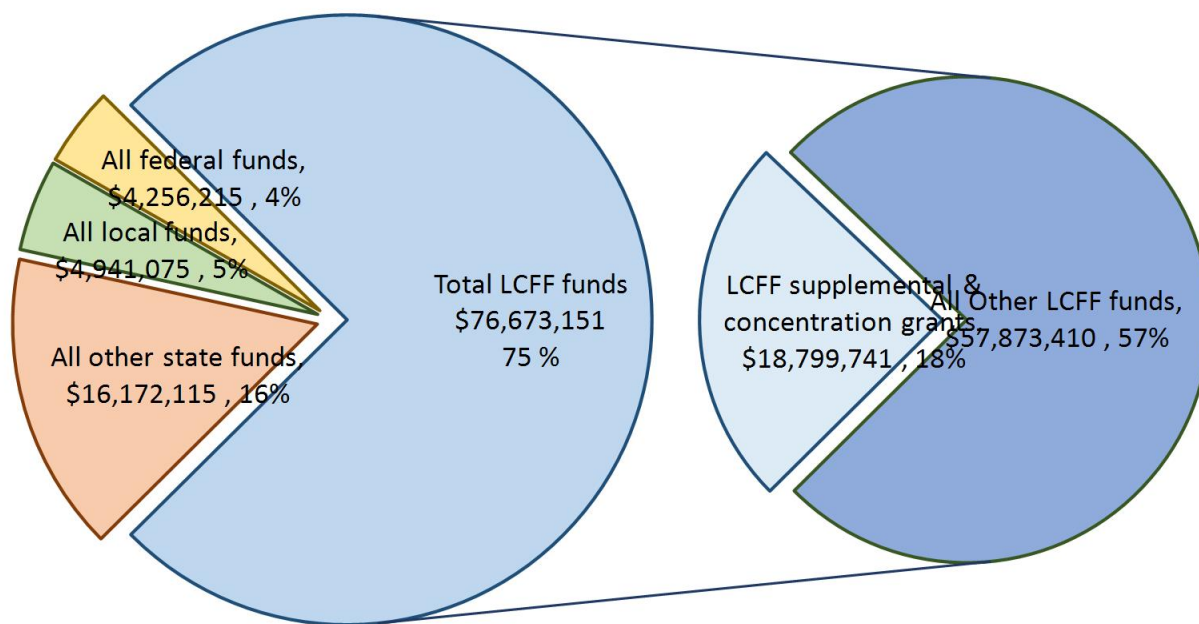
rheugly@hanfordesd.org

5595853600

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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source



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

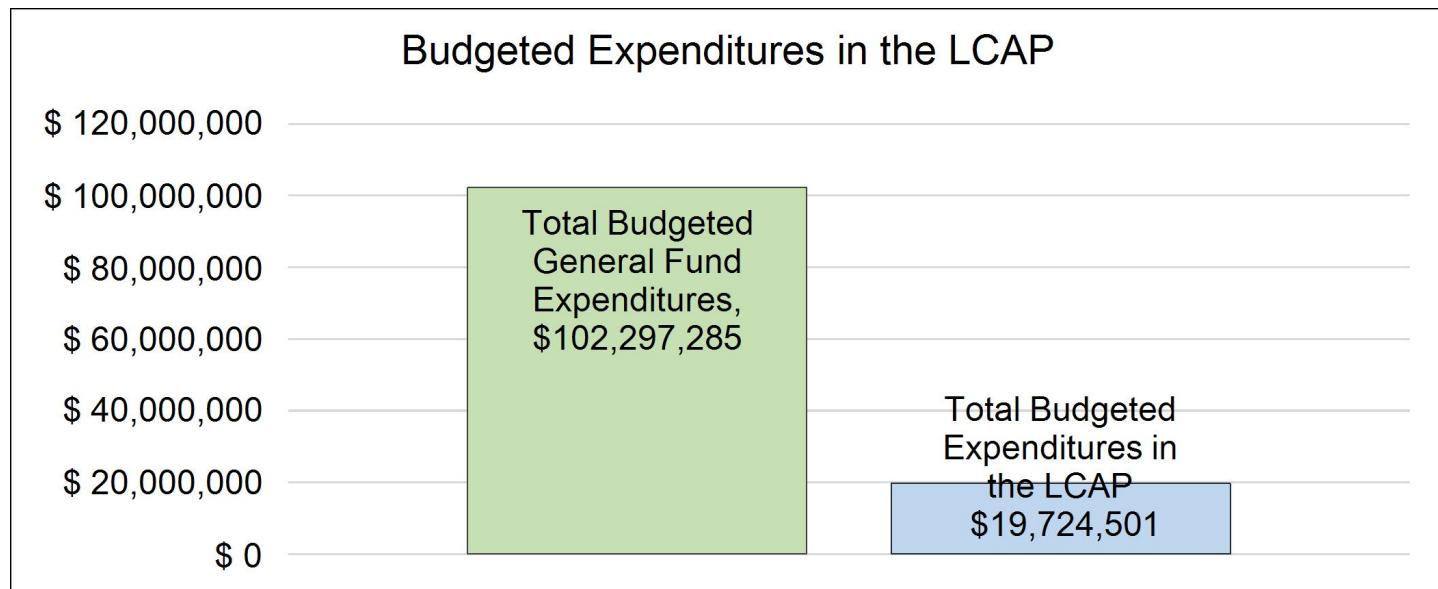
The text description for the above chart is as follows: The total revenue projected for Hanford Elementary School District is \$102,042,556, of which \$76,673,151 is Local Control Funding Formula (LCFF),



\$16,172,115 is other state funds, \$4,941,075 is local funds, and \$4,256,215 is federal funds. Of the \$76,673,151 in LCFF Funds, \$18,799,741 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 Hanford Elementary School District plans to spend for 2024-25. 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: Hanford Elementary School District plans to spend \$102,297,285 for the 2024-25 school year. Of that amount, \$19,724,501 is tied to actions/services in the LCAP and \$82,572,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

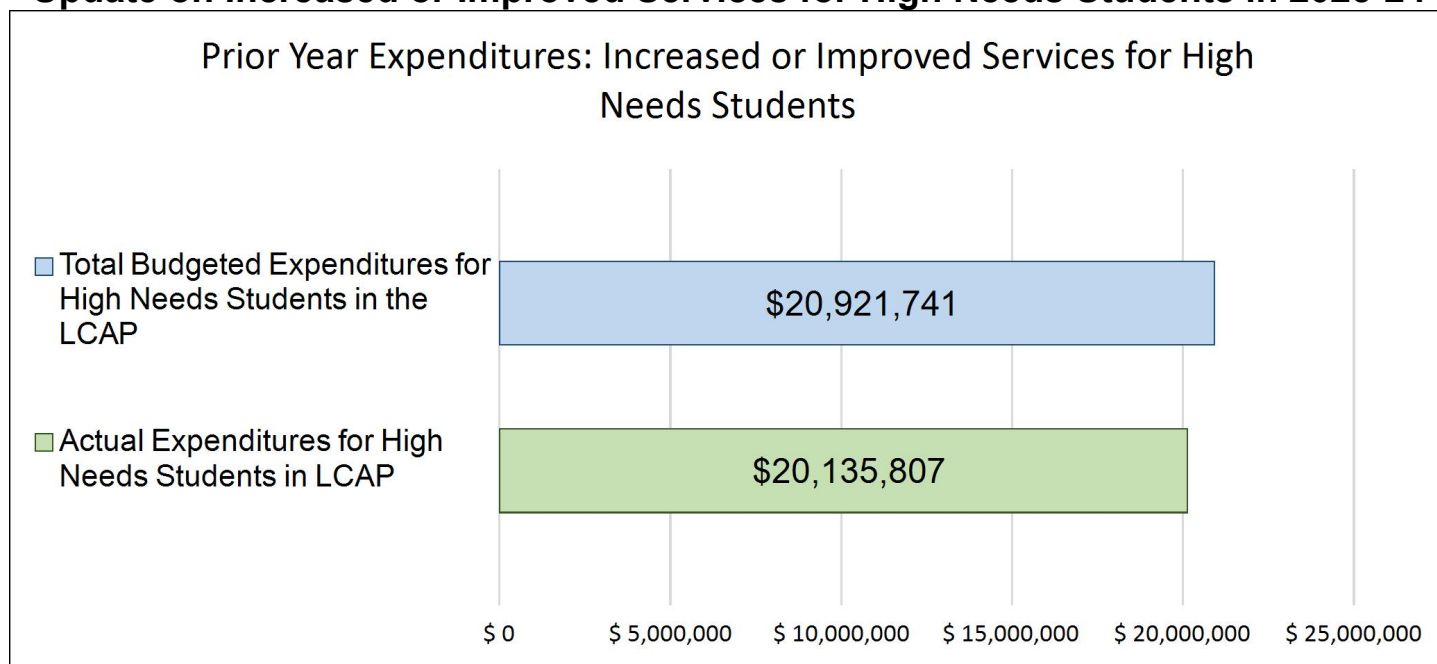
Teachers, Administration, Maintenance, Utilities

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Hanford Elementary School District is projecting it will receive \$18,799,741 based on the enrollment of foster youth, English learner, and low-income students. Hanford Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Elementary School District plans to spend \$19,636,082 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 2023-24



This chart compares what Hanford 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 Hanford 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 2023-24, Hanford Elementary School District's LCAP budgeted \$20,921,741 for planned actions to increase or improve services for high needs students. Hanford Elementary School District actually spent \$20,135,807 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-785,934 had the following impact on Hanford Elementary School District's ability to increase or improve services for high needs students:

The continuation of COVID funds including funds around Learning Loss were used to support high needs students when applicable. The use of ELOP (Extended Learning Opportunity Plan) funding for summer enrichment and afterschool enrichment for elementary schools helped in spending less than what was budgeted.



## 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
Hanford Elementary School District	Robert Heugly Director of Program Development, Assessment, and Accountability	rheugly@hanfordesd.org 5595853600

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

#### District & Students

The Hanford Elementary School District is located in Kings County in California's Central Valley. The district's enrollment in 2023-2024 was approximately 5,378. The district's percentage of foster youth, English learners, and low-income students is approximately 80%. The district has the following student groups: African American, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Long Term English Learners (LTELs), Students with Disabilities, Foster Youth, Homeless. The district participates in the National School Lunch Program Community Eligibility Provision, which means all students are provided with free breakfast and lunch.

#### Schools & Students:

The district is comprised of 12 schools (8 elementary schools, 1 magnet k-8 school, 2 junior high 7-8 schools, and one alternative school CDS) serving Transitional Kindergarten (TK) through 8th grade. The 12 schools with their enrollment and demographics numbers as of 4/8/24 per CalPads are:

- \* Hamilton Elementary (Enrollment: 411 of which 18.49% are English Learners and 86.37% are Socio-Economically Disadvantaged students)
- \* Jefferson Elementary (Magnet Dual Immersion K-8) (Enrollment: 493 of which 18.25% are English Learners and 52.73% are Socio-Economically Disadvantaged students)
- \* Lee Richmond Elementary (Enrollment: 394 of which 30.96% are English Learners and 92.64% are Socio-Economically Disadvantaged students)
- \* Lincoln Elementary (Enrollment: 375 of which 29.60% are English Learners and 94.13% are Socio-Economically Disadvantaged students)
- \* Martin Luther King Jr. Elementary (Enrollment: 631 of which 20.76% are English Learners and 83.67% are Socio-Economically Disadvantaged students)

- \* Monroe Elementary (Enrollment: 586 of which 9.21% are English Learners and 77.30% are Socio-Economically Disadvantaged students)
- \* Roosevelt Elementary (Enrollment: 470 of which 35.32% are English Learners and 91.91% are Socio-Economically Disadvantaged students)
- \* Joseph M. Simas Elementary (Enrollment: 487 of which 7.18% are English Learners and 61.19% are Socio-Economically Disadvantaged students)
- \* Washington Elementary (Enrollment: 448 of which 12.50% are English Learners and 80.80% are Socio-Economically Disadvantaged students)
- \* John F. Kennedy Jr. High (Enrollment: 514 of which 18.09% are English Learners and 86.96% are Socio-Economically Disadvantaged students)
- \* Woodrow Wilson Jr. High (Enrollment: 554 of which 13.53% are English Learners and 76.17% are Socio-Economically Disadvantaged students)
- \* Community Day School (Alternative School) (Enrollment: 33 of which 39.39% are English Learners and 93.93% are Socio-Economically Disadvantaged students)

#### Community:

Based on Census.gov estimates of 2022, the community of Hanford had a population of 58,470. The racial makeup of Hanford was 58.4% White, 7.0% African American, 1.4% Native American, 4.0% Asian, 0.1% Pacific Islander, 15.0% from two or more races. Hispanic or Latino of any race were 50.1% and white alone, not Hispanic or Latino were 35.5%.

There were 18,495 households, with an average of 3.09 persons per household. The percent of persons under 5 years was 7.1%. The percent of persons under 18 years was 29.1%. The percent of persons 65 years and over was 12.2%. The amount of female persons was 48.1%.

Education based, 81.8% percent of persons age 25 years+ were a high school graduate or higher education level and 19.1% had a Bachelor's degree or higher.

The median household income in 2022 dollars was \$73,819 with 14.5% of people below the poverty line.

#### HESD Serves Students and Community:

The Hanford Elementary School District serves these students by providing them with the academic, social, and leadership support necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

#### Equity Multiplier Funding

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding for allocation to school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024 Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites.

- The following schools are receiving Equity Multiplier Funding: Community Day School

## Reflections: Annual Performance

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

### Broad Educational Program (Goal 1)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by educational partners in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

In fulfilling this mandate from our educational partners, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level. Every classroom is equipped with a Smartboard and is connected to the internet via a state-of-the-art wireless network. Students have access to a variety of apps and multimedia digital academic content. Every student in TK-1 is assigned and has access to an iPad. Every student in grades 2-8 is assigned and has access to a laptop computer, with students in grades 4-8 taking laptops home for homework and research.

### Academic Achievement (Goal 2)

Students in HESD continue to make progress toward achieving proficiency on the State academic standards. On the 2023 school dashboard, All Students scored Orange and "Maintained" (increased by 1.1 points) in ELA (per CDE Data Quest: 44.77% proficient). On the 2023 school dashboard for Math, All Students scored Yellow and "Increased" (increased by 8.1) (per CDE Data Quest: 33.66% proficient).

In comparing the scores of All students on the CAASPP assessment over the last three years, the percent of proficiency in ELA has grown from 39.22% in 2021 to 44.77% in 2023, and in Math, the percent of proficiency has grown from 25.74% in 2021 to 33.66% in 2023 (data from CDE Data Quest). The district will maintain and build on students' academic success by providing smaller class sizes, eliminating combination classes, and providing a robust summer and after-school instructional program going forward.

On the 2023 Dashboard, the EL Progress Indicator continues to be an area of success. In comparing the scores over the last three years, the percent of proficiency in Learning the English Language has grown from 50.77% in 2021 to 62.66% in 2023.

The following reflects the district's Greatest Challenges from the California School Dashboard:

### 2023: ACADEMIC INDICATOR

ELA: All Students: Orange (17.5 points below standard – Maintained +1.1 pts)

ELA: Foster Students: Orange (19.9 points below standard – Maintained -0.4 pts)

ELA: Hispanic Students: Orange (20.6 points below standard – Maintained +1.1 pts)  
 ELA: Two or More Races: Orange (5.8 points below standard – Declined 4.9 pts)  
 ELA: Students with Disabilities: Red (104.1 points below standard – Declined 6.2 pts)  
 Mathematics: Homeless Students: Orange (77.0 points below standard – Maintained -1.2 pts)  
 Mathematics: Students with Disabilities: Red (126.5 points below standard – Maintained +0.4 pts)

#### 2023: SUSPENSION RATE

All Students: Orange (5.4% suspension rate – Increased 1.0%)  
 African American Students (AA): Red (11.6% suspension rate – Increased 2.5%)  
 English Learner Students (EL): Orange (4.6% suspension rate – Maintained 0.0%)  
 Socially Economically Disadvantaged Students (SED): Red (6.1% suspension rate – Increased 1.1%)  
 Students with Disabilities (SWD): Red (6.3% suspension rate – Maintained -0.1%)  
 Foster Students: Red (8.2% suspension rate – Increased 3.7%)  
 Homeless Students: Orange (7.9% suspension rate – Declined 1.5%)  
 Hispanic Students: Orange (5.1% suspension rate – Increased 1.0%)  
 White Students: Orange (5.4% suspension rate – Increased 1.2%)  
 Two or More Races (TOM): Orange (6.0% suspension rate – Increased 1.5%)

#### District Level

The student groups within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard are:

##### Priority Area 4 (ELA & Math Academics)

- Students with Disabilities (SWD) subgroup (Red) in ELA and Math

##### Priority Area 5 (Chronic Absenteeism)

- None

##### Priority Area 6 (Suspension Rate)

- African American (AA) subgroup (Red)
- Socially Economically Disadvantaged (SED) subgroup (Red)
- Students with Disabilities (SWD) subgroup (Red)
- Foster subgroup (Red)

#### School Level

Schools within the district that received the lowest performance level on one or more state indicators along with any student group within that school that received the lowest performance level on one or more state indicators on the 2023 Dashboard are:

#### Priority Area 4 (ELA & Math Academics)

- \* Hamilton
  - \* English Learner (EL) subgroup (Red) in Math
  - \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* Monroe
  - \* Students with Disabilities (SWD) subgroup (Red) in ELA
- \* Simas
  - \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* Kennedy
  - \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* Woodrow
  - \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math

#### Priority Area 5 (Chronic Absenteeism)

- \* Kennedy
  - \* White subgroup (Red)

#### Priority Area 6 (Suspension Rate)

- \* Hamilton
  - \* White subgroup (Red)
- \* Lincoln
  - \* African American (AA) subgroup (Red)
  - \* Students with Disabilities (SWD) subgroup (Red)
- \* Roosevelt
  - \* White subgroup (Red)
- \* Kennedy
  - \* Overall (All Students) (Red)
  - \* English Learners (EL) subgroup (Red)
  - \* Socially Economically Disadvantaged (SED) subgroup (Red)
  - \* Hispanic subgroup (Red)
- \* Woodrow
  - \* Socially Economically Disadvantaged (SED) subgroup (Red)
  - \* Hispanic subgroup (Red)

Each of the needs identified above are discussed in detail below:

Hanford Elementary School District was identified for Differentiated Assistance based on the Student group: Students with Disabilities (SWD). SWD were identified in priority area 4 (Pupil Achievement for ELA and Math) in priority area 6 (School Climate - Suspension). HESD will work closely with the Kings County Office of Education over the course of the year to improve our Suspension Rate through a series of meetings scheduled over the year. There are multiple actions that will address this work specifically to decrease suspension rates and



increase the academic support for SWD including social-emotional support to provide students and families with what they need to be successful. Looking at the broad educational goals, the arts and extra-curricular activities will continue to support engagement for SWD at all grade levels. This includes transportation support to ensure students can be involved and engaged. Measures have been taken to increase student and family engagement and increase school connectedness and safety for students and families in the identified student group.

#### ACADEMIC INDICATOR

Students' overall performance (the "All Students" group) scored in the Orange category in ELA on the 2023 California School Dashboard.

The district will take the following steps to address this need:

Combination classes will be eliminated in grades 1-6 in all elementary schools.

Teachers will be provided with professional development and training designed to build their content knowledge and further develop their pedagogy.

Teachers will be provided with professional development and training designed to build their ability support English learners.

Up-to-date instructional materials will be provided to students in all content areas.

A robust summer instructional program will be implemented.

#### Safe Schools/Student Support (Goal 4)

The district's suspension rate continues to be both an area of success and an area of challenges. The district's suspension rate is Orange (2023 CA School Dashboard), and the number of students suspended each year continued to fall until the COVID pandemic. From 2013 to 2019, the district's suspension rate had decreased from 6.3% to 2.7%. This represents more than a fifty-percent reduction in the number of students suspended. This had been done without lowering the district's high standards for student behavior and citizenship.

Analysis of the district's suspension rate through Dataquest shows the following:

Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning affected student suspensions and suspension rates in 2020-2021.)

2022 (CDE Dataquest) 4.5%

2023 (CDE Dataquest) 5.6%

2023 Dashboard data indicate that the past few years starting with the COVID pandemic, have had a negative impact on student's social and emotional well-being, and suspension rates are trending upward (per 2023 Data Quest, All Students 5.6% suspension rate HESD, County: 6.8%, State: 3.8%), especially at the junior high schools. The successful implementation of actions and services that support students' social

and emotional well-being continues to mitigate the negative impact students have experienced over the past few years. There is a focus on returning to our pre-COVID trend of low suspension rates.

The district's chronic absenteeism rate is both an area of success and an area of need. During the 21-22 school year, when Chronic Absenteeism was once again monitored after the COVID pandemic put a halt to monitoring Chronic Absenteeism, the rate was 41.5%. In 22-23, the rate fell to 21.6% which is a great improvement, however, it still lags behind the 7.9% rate of 18-19 school year prior to COVID. The districts 22-23 chronic absenteeism rate of 21.6% is lower than the state of California overall (25.4%).

In order to maintain and build upon the district's previous successes in reducing suspension rates and maintaining a Yellow Chronic Absenteeism rate (per the 2023 California School Dashboard), students in Hanford Elementary are provided with an array of support services designed to reduce the barriers that can lead to absenteeism and discipline incidents or that otherwise stand in the way of learning. Schools are provided with nurses, counselors, and student specialists. To mitigate the impact of the COVID pandemic on students' social and emotional well-being, the district added additional school counselors in 2021-2022 and has continued through 23-24 and beyond. Each elementary school now has a full-time counselor. Each junior high school has two full-time counselors. Learning directors at the elementary schools and vice principals at the junior high schools coordinate services to ensure that students who need services receive them. School resource officers provide an additional layer of safety.

Since the COVID pandemic, there has been significant rises in absenteeism when comparing to pre-COVID times. Per CDE Data Quest HESD Chronic absenteeism for 2021-2022 rose to 41.0% compared to the County: 36.9% and the State: 30.8%, but has declined in 2022-2023 to 21.6% for all HESD students compared to the County 21.1% and the State: 25.4%. There is a need to continue re-establishing practices that had HESD Chronic Absenteeism rates lower than both the county and state.

The following reflects the district's Greatest Challenges from the California School Dashboard:

#### 2023 CHRONIC ABSENTEEISM INDICATOR

All Students: Yellow at 22.1% (Declined 19.4%)

Homeless: Yellow at 36.8% (Declined 23.7%)

Students with Disabilities: Yellow at 29.6% (Declined 25.6%)

African American: Yellow at 29.3% (Declined 18.5%)

American Indian: Orange at 23.8% (Declined 23.6%)

#### 2023 SUSPENSION RATE INDICATOR

All Students: Orange at 5.4% (Increased 1.0%)

Homeless: Orange at 7.9% (Declined 1.5%)

Students with Disabilities: Red at 6.3% (Maintained -1.0%)

African American: Red at 11.6% (Increased 2.5%)

American Indian: Orange at 6.8% (Declined 6.3%)

#### CHRONIC ABSENTEEISM INDICATOR

Even though our Overall and most student groups fell in the Yellow category on the 2023 California School Dashboard Chronic Absenteeism

Indicator, the rates are still dramatically above pre-COVID rates. The district will take the following steps to address this need: 39

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school attendance and reduce chronic absenteeism, focusing on the attendance of high-needs subgroups including students with disabilities.

The director will monitor the implementation of school attendance-related actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; and monitor school attendance-related data across the district.

Provide each school with a learning director. Learning directors coordinate the services students receive including services and activities that support school attendance. Learning directors lead the development, implementation, and monitoring of attendance support activities at the school site.

Provide each junior high with two school counselors and provide the elementary schools with a counselor at each site. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development as well as SEL (Social Emotional Learning) techniques. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills including the importance of school attendance.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have attendance challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking to reduce or eliminate barriers to school attendance.

Maintain 3 school social workers. The school social workers provide direct services to students and their families and connects families with resources in the community that are intended to reduce the barriers that prevent students from attending school every day.

Analysis of the district's Suspension Rate through Dataquest shows the following:

Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning affected student suspensions and suspension rates in 2020-2021.)

2022 (CDE Dataquest) 4.5%

2023 (CDE Dataquest) 5.6%

While the district has reduced its suspension rates by more than fifty-percent from 2013 to 2019, the reduction of student suspensions continues to be a priority for Hanford Elementary after seeing an increase following the COVID pandemic. The following steps will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school climate-related data across the district. The director will serve as the district's homeless and foster youth liaison.

Provide each school with a learning director. Learning directors coordinate the services students receive including behavior interventions for at-risk students. Learning directors lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school sites.

Provide each elementary school with a school counselor and provide the junior high schools with two counselors. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have behavior challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

#### Well Maintained Campuses (Goal 4)

Well-maintained school campuses are an important factor in student safety and engagement. The physical state of the school sites in Hanford Elementary continues to be an area of success. Despite the fact that some schools are more than fifty years old, most schools received a score of "Exemplary" on the Facilities Inspection Tool. This score indicates the highest level of repair, operational readiness, and attractiveness.

To maintain and build upon this success, deferred maintenance will continue to be a priority for HESD.

### Parent involvement (Goal 5, SP 3)

Parents in Hanford Elementary have multiple opportunities to receive information on their child's progress, participate in educational and social activities, and have their voices heard in decisions about the district's programs and services for students. The district's parent/teacher conference attendance rate is 99.9% (2023). On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs.

To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, educational partner groups will continue to provide input and recommendations on the district's programs and services. The district upgraded its online parent communication tools in 2021-2022, which has gotten positive praise from families.

## Reflections: Technical Assistance

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

The student groups that qualified the district for Differentiated Assistance based on the state indicators on the 2023 Dashboard are:

### Priority Area 4 (ELA & Math Academics)

\* Students with Disabilities (SWD) subgroup (Red) in ELA and Math

\* ELA: Students with Disabilities: Red (104.1 points below standard – Declined 6.2 pts)

\* Mathematics: Students with Disabilities: Red (126.5 points below standard – Maintained +0.4 pts)

### Priority Area 5 (Chronic Absenteeism)

\* None

### Priority Area 6 (Suspension Rate)

\* Students with Disabilities (SWD) subgroup (Red)

\* Students with Disabilities (SWD): Red (6.3% suspension rate – Maintained -0.1%)

Hanford Elementary School District was identified for Differentiated Assistance based on the Student group: Students with Disabilities (SWD). SWD was identified in priority area 4 (Pupil Achievement for ELA and Math) in priority area 6 (School Climate - Suspension). HESD will work closely with the Kings County Office of Education over the course of the year to improve our Suspension Rate through a series of meetings scheduled over the year. There are multiple actions that will address this work specifically to decrease suspension rates and increase the academic support for SWD including social-emotional support to provide students and families with what they need to be successful. Looking at the broad educational goals, the arts and extra-curricular activities will continue to support engagement for SWD at all grade levels. This includes transportation support to ensure students can be involved and engaged. Measures have been taken to increase student and family engagement and increase school connectedness and safety for students and families in the identified student group.

In beginning the DA work with the County, the DA committee created a Working Theory of Improvement that involved four key points:

- \* What will be improved?
  - \* We will improve math achievement for AA students
- \* How Much?
  - \* By 15.16% as measured by 2024 CAASPP scores (21-22: 13.42%, 22-23: 24.84%)
- \* By When?
  - \* June 2024
- \* For Whom?
  - \* African American students

After working through the data and AIM Statement was created:

- \* Increase overall CAASPP scores in Mathematics for AA students by 15.16% by June 2024.

The next question what how do we know our changes are or will be improvements?

\* State Assessments: There are significant achievement gaps between AA students and all student as well as other subgroups. Current reality in November of 2023 was that AA students scored 13.42% proficient on the 21-22 CAASPP Math assessment and 24.84% proficient on the 22-23 CAASPP Math assessment. The district and DA team will monitor student data by subgroup, know them by name (including strengths and needs), target and prioritize for interventions, follow-up at Instructional Cabinet meetings, Curriculum Committee, and TAG (Technology Advisory Group). Building a stronger home to school connection with AA parents by providing early education resources (Kinder Counts, First and Forward). Personally inviting AA parents to Math Facts Parent Academy for grades 3-4.

In January 2024, after the CA Dashboard was publicized and updated Differentiated Assistance criteria was known, Hanford Elementary School District African American students no longer qualified as a DA subgroup and only Students with Disabilities (SWD) qualified as a DA subgroup, scoring Red on the CA Dashboard in ELA and Math (Priority 4) and also in Suspension Rate (Priority 6). At this point the DA team pivoted to a focus on SWD. The DA team made a commitment that AA students will still be a priority to continue the momentum that had been created over the past year and a half with instructional leaders, however, the DA process will now continue with a focus on only SWD. At the January 2024 meeting there was a focus on:

- \* What will be improved?
  - \* Dashboard & Local data will be improved
  - \* Suspension rates will decline
- \* How Much?
  - \* 6.3% maintained – we are currently at 5.39% suspension rate as of January 2024
- \* Goals will be set up during the next year
- \* By When?
  - \* June 2025
- \* For Whom?
  - \* Students with Disabilities (SWD)
- \* Indicators?
  - \* Dashboard: Academics and Suspension Rate

- \* Local Data for Progress Monitoring: Synergy (Suspension Rates)

- \* Local Assessments (Academics)

- \* Aim Statement?

- \* Possible Aim Statement: Suspension rates through Synergy will be improve by \_\_\_\_\_. Academic performance as measured by local assessment data by \_\_\_\_\_ (how much). (Aim Statement will be set at the next meeting)

- \* Change Idea?

- \* Student support team implementation

- \* Expectations

- \* Meeting Times

- \* Work

- \* Suspension

- \* Evaluation of approval and systems (tier....steps)

- \* Deep dives with team members

During the April 2024 meeting an Aim Statement was established:

- Math: We will increase our Benchmark 1 scores by 5% for students with Disabilities in the fall semester
- ELA: We will increase our Benchmark 1 scores by 5% for students with Disabilities in the fall semester
- Suspensions: We will decrease our suspension rates by 15% (Goal of 239) in the fall semester.

Some of the big ideas to consider were:

- Admin planning to set achievement goals by student group and students.
- Speech and language students may be the focus.
- We will bring back Speech and language data in comparison to all SWD.
- We will bring back baseline data to compare with Fall 2024 data.

The next steps set during the meeting with KCOE were:

- Begin discussions around the supports, strategies, and focused student groups that would be included in your change idea for students with disabilities.
- Begin thinking about qualitative metrics that would provide more information on the effectiveness of the potential change idea.

This will be an ongoing process over the next two years, determined by the state's Differentiated Assistance qualifications, with the next meeting in July 2024.



# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

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

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

N/A

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

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

N/A



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>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 supports 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. Below is a list of the Educational Partner groups consulted with who provided input into the development of the LCAP and budgets.</p> <p>PARENTS and COMMUNITY Members</p> <ul style="list-style-type: none"> <li>* Parent Advisory Committee (including parents or legal guardians of currently enrolled students with disabilities in the school district)</li> <li>* District English Learner Advisory Committee (including parents or legal guardians of currently enrolled students with disabilities in the school district)</li> <li>* School Site English Learner Advisory Committee (ELAC) / School Site Council (SSC)</li> <li>* HESD LCAP Parent Survey</li> </ul>	<p>PARENTS and COMMUNITY Members: PARENT ADVISORY COMMITTEE</p> <p>The district's Parent Advisory Committee (PAC) met regularly throughout the school year. Each school site council elected a parent for the district PAC. The PAC met six times during the school year (two training sessions and four regular meetings). The Superintendent, Director of Categorical Programs, and Director of Curriculum attended these meetings in addition to the parent representatives from each school site. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's LCAP, and to provide them with the opportunity to voice priorities for their students. Information regarding the state priorities, the district's goals, the purposes of the supplemental and concentration funding, programs and services for Unduplicated Pupils, were all presented to parents. The PAC reviewed information and data showing the district's performance in relation to the metrics that are part of each of the state's priorities. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was reviewed and developed, including the Equity Multiplier funds that Community Day School is receiving..</p> <p>Parent Advisory Committee met on:</p> <ul style="list-style-type: none"> <li>• 10/17/2023 PAC Training Session #1</li> <li>• 11/14/2023 PAC Training Session #2</li> <li>• 12/12/2023 PAC Meeting #1</li> <li>• 2/6/2024 PAC Meeting #2</li> </ul>

- 3/19/2024 PAC Meeting #3
- 5/14/2024 PAC Meeting #4

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#### PARENTS and COMMUNITY Members: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC) agenda. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district-level leadership.) At each DELAC meeting, members receive information and provide recommendations on the development and implementation of the LCAP, including Equity Multiplier funding. The DELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English Language Arts and Math, and the Suspension Rate and Chronic Absenteeism Indicators. The DELAC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs, including programs within the LCAP, can be improved to increase the achievement of ELs, including the use of Equity Multiplier funds.

The DELAC met on:

- 10/19/23 Training Session #1
- 11/16/23 Training Session #2
- 12/14/23 Meeting #1
- 2/8/24 Meeting #2
- 3/21/24 Meeting #3
- 5/16/24 Meeting #4

#### PARENTS and COMMUNITY Members: SCHOOL SITE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) and School Site Council (SSC)

Members receive information and provide recommendations on programs and services for English learners. (Note that the ELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and

the programs and services they receive; and school site staff.) At each ELAC meeting, members receive information and provide recommendations on the development and implementation of EL programs and services as well as SPSA, including the Equity Multiplier funds that Community Day School is receiving. The ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English Language Arts and Math, and the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on the district's/school's reclassification procedures and rates. ELAC members review EL student achievement and provide recommendations as to how the district's/school's programs, can be improved to increase the achievement of ELs. Each school meets at least 4 times each school year.

The Equity Multiplier funds that Community Day School (CDS) receives are discussed during the Martin Luther King Jr. English Learner Advisory Committee (ELAC) and School Site Council (SSC). Parents, teachers, and community members have the opportunity to provide input on CDS school plan and budgets, including the Equity Multiplier funding.

#### PARENTS and COMMUNITY Members: HESD LCAP PARENT SURVEY

The survey was distributed to families on February 5, 2024 and remained open for three weeks. The HESD LCAP Parent survey was delivered to all parents/guardians of students in the district. On the survey, parents have the opportunity to voice their opinion on topics related to the district's goals and the state's priorities.

#### PARENTS and COMMUNITY Members: COMMUNITY

- \* Posted the LCAP for public comment prior to public hearing [May 2024]

- \* Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [May 2024]

- \* Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2024]

- \* Posted the adopted LCAP prominently on our district web page

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<p>STUDENTS</p> <ul style="list-style-type: none"> <li>* LCAP Student Focus Group</li> <li>* HESD LCAP Student Survey</li> </ul>	<p>STUDENTS: HESD LCAP STUDENT SURVEY</p> <p>March 2024</p> <p>The HESD LCAP Student survey was delivered in March 2024 to all students in grades 5-8. On the survey, students voice their opinions on programs and services for Unduplicated Pupils.</p> <p>TEACHERS: HESD LCAP TEACHER SURVEY</p> <p>The HESD LCAP teacher survey was delivered to all teaching staff in 2024, including itinerant teachers, with 200+ teachers taking the survey. On the survey, teachers voice their opinions on programs and services for Unduplicated Pupils.</p>	
<p>TEACHERS:</p> <ul style="list-style-type: none"> <li>* HESD LCAP Teacher Survey</li> <li>* Curriculum Committee</li> <li>* ELAC (English Learner Advisory Committee)</li> <li>* SSC (School Site Council)</li> </ul>	<p>TEACHERS: HESD LCAP TEACHER SURVEY</p> <p>The HESD LCAP teacher survey was delivered to all teaching staff in 2024, including itinerant teachers, with 200+ teachers taking the survey. On the survey, teachers voice their opinions on programs and services for Unduplicated Pupils.</p> <p>The Equity Multiplier funds that Community Day School (CDS) receives are discussed during the Martin Luther King Jr. English Learner Advisory Committee (ELAC) and School Site Council (SSC). Teachers, parents, and community members have the opportunity to provide input on CDS school plan and budgets, including the Equity Multiplier funding. LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to parents of DELAC and PAC, teachers, administration, and staff recommendations to have a counselor on campus (Action 6.1).</p>	
<p>PRINCIPALS and ADMINISTRATORS</p> <ul style="list-style-type: none"> <li>* Instructional Cabinet INSTRUCTIONAL CABINET</li> <li>* Special Education Local Plan Area Administrator (SELPA)</li> <li>* ELAC (English Learner Advisory Committee)</li> <li>* SSC (School Site Council)</li> </ul>	<p>PRINCIPALS and ADMINISTRATORS: INSTRUCTIONAL CABINET</p> <p>Instructional Cabinet was held on:</p> <p>8/1/2023 (Management Team Meeting)</p> <p>9/28/2023 (including site visits prior to Instructional Cabinet)</p> <p>10/26/2023 (including site visits prior to Instructional Cabinet)</p> <p>11/30/2023 (including data meeting prior to Instructional Cabinet)</p>	

	<p>2/29/2024 (including data meeting prior to Instructional Cabinet) 4/25/2024 (including site visits prior to Instructional Cabinet)</p> <p>The district's Instructional Cabinet met throughout the school year. At these meetings, administrators including Principals, Learning Directors, district office managers, and Curriculum Specialists conducted analysis of student achievement and performance in absenteeism and suspension rates, using this analysis to assess the needs of students across the district, including the Equity Multiplier funds that Community Day School is receiving. The instructional cabinet provided administrators with the opportunity to give input into the LCAP, including programs and services for Unduplicated Pupils based on analysis of students' academic and social/emotional needs. LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to parents of DELAC and PAC, teachers, administration, and staff recommendations to have a counselor on campus (Action 6.1).</p> <p>SELPA: SELPA Meeting April 2, 2024 Met with the SELPA administrator and the district Special education team to determine specific actions for students with disabilities (SWDs) are included in the LCAP. At this meeting, the group conducted an analysis to identify areas of challenges, root causes, and specific needs of student achievement, chronic absenteeism, and suspension rates for students with disabilities. Using this analysis to assess the needs of students with disabilities across the district, the SELPA made recommendations for programs and services in the district that support students with disabilities including working with the California Content Connectors in helping with developing appropriate IEP goals.</p>
<p>BARGAINING UNITS and OTHER PERSONNEL</p> <ul style="list-style-type: none"> <li>* Hanford Elementary Teachers Association (HETA)</li> <li>* California School Employee's Association (CSEA)</li> </ul>	<p>BARGAINING UNITS and OTHER PERSONNEL</p> <p>The LCAP is a regular agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services. Hanford Elementary Teachers Association (HETA) meet-and-consult is held on the first Monday of each month. California School</p>

	Employee's Association (CSEA) meet and consult is held on the third Monday of each month. LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to parents of DELAC and PAC, teachers, administration, and staff recommendations to have a counselor on campus (Action 6.1).
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Parent Advisory Committee and the District Instructional Cabinet recommend the Expected Outcomes below for all students and all subgroups. The District English Learner Advisory recommends the Expected Outcomes below for the English Learner subgroup. The SELPA recommends the Expected Outcomes below for the Students with Disabilities Subgroup. These expected outcomes, based on educational partner input, will be the district’s Expected Outcomes for the achievement and performance on the California School Dashboard State Indicators (ELA, Math, Chronic Absenteeism, Suspension Rate).

ENGLISH LANGUAGE ARTS: For Baseline & Expected Outcome see below in Goal 2 (Measuring and Reporting Results)

MATHEMATICS: For Baseline & Expected Outcome see below in Goal 2 (Measuring and Reporting Results)

CHRONIC ABSENTEEISM: For Baseline & Expected Outcome see below in Goal 4 (Measuring and Reporting Results)

SUSPENSION RATES: For Baseline & Expected Outcome see below in Goal 4 (Measuring and Reporting Results)

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE (PAC)  
Recommendations (State Indicators)

The Parent Advisory Committee provided specific recommendations for the district’s Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates), including the Equity Multiplier funds that Community Day School is receiving. (See details in the next section below).

2023-2024 School Year Recommendations

12/12/2023 PAC Meeting #1

- The PAC recommends that the board approve BP6020 Parent Involvement
- The PAC recommends that the district continue to ensure that all students have the required instructional materials.

2/6/2024 PAC Meeting #2

- The PAC recommends continuing, and expanding if possible, Parent Workshops (Parent Education Nights) with a focus on math, including homework help.
- The PAC recommends adding classroom-to-home communications that include how-to links to videos and/or instructions that break down math steps and How-To’s for current and upcoming math skills including a monthly/quarterly math how-to guide for parents to help their child at home.

- The PAC recommends having a beginning of the year informational videos on how to use ParentVue and ParentSquare. 51
- PAC recommends the district/school send out periodic reminders to parents about the HESD Public Website that highlights parent resources.
- The PAC recommends that for Junior High students:

\* Look at Study Trips that inspire and open the mind such as visiting places that specialize in Technology, Robotics, Coding, etc.

\* Look at opportunities to have students partake in college preparation classes or events

\* Look to provide financial literacy classes to students

#### 3/19/2024 PAC Meeting #3

- To reduce student screen time on apps during the school day
- The committee recommended the Expected Outcomes (growth targets) for the school years 2024-2025 through 2026-2027 (See Goal #4 for specific numbers) for the district's Local Control Accountability Plan (LCAP)
- Continue to provide communication to parents around COVID and when it's ok to send students to school and when students should be kept home.
- Continue to provide the current level of support for students including nurses, counselors, social workers, student specialists, and vice principals.
- Continue to provide support for foster and homeless students.

#### 5/14/2024 PAC Meeting #4

- Approve the changes to the School Family Compact (School Site Councils will approve this during SSC meeting #1 next school year.)
- The committee recommends that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 (Year 1) Local Control Accountability Plan

#### PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee provided specific recommendations for the district's Expected Outcomes for English learners in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

#### 2023-2024 School Year

##### 12/14/23 DELAC Meeting #1

- Approve the HESD Parent Involvement Policy BP/AR 6020.
- Continue to provide teacher training and support site administration to ensure students receive both designated and integrated ELD instruction.
- Continue to provide parents with engagement opportunities such as Kinder Counts/Kinder Cuenta, and First and Forward/Primero y Adelante parent academies.
- Continue to monitor the progress of English learners and provide interventions that support English learners to be reclassified to Fluent English Proficient within six years of enrollment.
- Continue to provide leadership support to school site teams to monitor progress and applicable reclassification criteria of English learners with an Individual Education Plan.

##### 2/8/24 DELAC Meeting #2

- Approve the Consolidated Application for funding.
- Continue to ensure that English Learners are provided with both Designated and Integrated English Language Development (ELD) instruction.
- Continue to provide professional development that:
  - \* Deepens staff's understanding of the English Language Development (ELD) Standards and academic implications across subject areas.
  - \* Emphasize students' use of academic English across academic subjects.
    - Expand parent academies (Kinder Counts/First and Forward) and include math parent training for upper-grade students.
    - Continue to provide mandatory written notifications for guardians and parents.

#### 3/21/24 DELAC Meeting #3

- Explore parent training options to continue to increase parents' use of Parent Vue as a tool to monitor school attendance and academic progress across the school year.
- Continue to support school sites to network and plan student incentive programs and activities.
- Continue to analyze suspension data districtwide to identify grade level trends and plan school site supports and parent training.
- Continue to provide teachers/administrators with professional development that helps to increase student engagement and student academic discussions in the classroom.

#### 5/16/24 DELAC Meeting #4

- Approve the changes to the School Family Compact (ELAC & School Site Councils will approve this during DELAC meeting #1 next school year.)
- The DELAC recommends that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 (Year 1) Local Control Accountability Plan.

PARENTS and COMMUNITY Members: SCHOOL SITE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) and School Site Council (SSC), including MLK & CDS (School Receiving Equity Multiplier Funds) SSC/ELAC

Members receive information and provide recommendations on programs and services for English learners. (Note that the ELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and school site staff.) At each ELAC meeting, members receive information and provide recommendations on the development and implementation of EL programs and services as well as SPSA, including the Equity Multiplier funds that Community Day School is receiving. The ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on the district's/school's reclassification procedures and rates. ELAC members review EL student achievement and provide recommendations as to how the district's/school's programs, can be improved to increase the achievement of ELs. Each school meets at least 4 times each school year.

2023-2024 School Year - Synopsis of the feedback received from the School Site ELAC/SSC meetings, including MLK & CDS (School Receiving Equity Multiplier Funds) SSC/ELAC. Input is from both EO and EL parents.

- Parent inquired about parent workshops that are being held at Junior high and that she was interested in attending a workshop around the topic of drug awareness.



- Parent inquired if the junior high would offer a home economics class or a finance class where students learn to budget money and balance a checkbook
- Parent shared the Multiplication night was fun and enjoyable, her younger kids were also excited to know and hear about multiplication. She shared that at the reading night for 1st and 2nd graders, she said it was a good way to learn more about comprehension and a way for the family to be together. She recommended the school continue these educational events.
- Parent shared that her daughter and the older kids like to earn incentives for attendance and recommended these continue in the future.
- Parent asked if the school would consider holding a parent 'town hall' meeting to discuss attendance concerns and recommended the school look into such an event.

#### Equity Multiplier School - CDS (MLK & CDS SSC)

- Teacher at CDS shared that they are seeing more success with elementary students in getting the support that they need and recommends continuing with the current level of support for students.
- Parent shared that her son has been very motivated to come to school and has not wanted to miss even when he had a sore throat. A CDS teacher (Equity Multiplier School) shared his students were excited to hear that MLK students had met the goal of 98% and earned an incentive and recommended the school continue to offer attendance incentives.
- ELAC Parent during MLK/CDS SSC (Equity Multiplier School) recommended school sites provide directions on how to help their child access Office365 and apps at home.
- Teacher at CDS shared that a representative from Lemoore School District along with Joy Gabler, HESD Superintendent, were present to look at the model of how CDS works and flows. They wanted to check out the program. The teacher shared it was nice to get the acknowledgement and being recognized for the good work that is happening at CDS. The CDS school plan is to continue to support behavior and attendance with hands-on activities, a school counselor, counseling services, so the recommendation is to continue to implement the activities in the school plan.
- LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to parents of ELAC & SSC, teachers, students, and staff recommendation of have a counselor on campus (Action 6.1).

#### PARENTS and COMMUNITY Members: HESD LCAP PARENT SURVEY

Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas.

#### ACTION: PARENTS and COMMUNITY Members: DELAC & PAC

- The District will continue and expand, Parent Workshops (Parent Education Nights) with a focus on math, including homework help that will look to include how-to links to videos and/or instructions that break down math steps and How-To's for current and upcoming math skills including a monthly/quarterly math how-to guide for parents to help their child at home. (Action 1.1, 1.6, 5.2)
- The district will continue to provide academic support for English learners (Action 2.4).
- The district will continue to support teachers new to the profession with a New Teacher Induction Program (Action 3.3).
- The district will continue to provide social and emotional support for students (Action 4.1, 4.2, 4.3).

- The district will look to continue to provide supports for students including nurses, counselors, social workers, student specialists, and vice principals (Action 4.2)
- LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to parents of DELAC and PAC, teachers, students, and staff recommendation to have a counselor on campus (Action 6.1).

#### STUDENTS: LCAP STUDENT FOCUS GROUP/ HESD LCAP STUDENT SURVEY

Students recommended that the district maintain the programs and services under each of the district's five LCAP goals at their current levels, with an emphasis on Art, Music, Physical Education, study trips, and other enrichment activities. The students recommend expanding these activities as funding permits. The students also recommend maintaining services and programs that support physical and social/emotional well-being. The LCAP Student Focus Group provided the following specific recommendations:

2023-2024 School Year (March 13, 2024)

During the Student LCAP event, below is a capture of student voice on each topic:

How to Improve the Art Program: (Action 1.5)

- More painting
- Watercolors
- More freedom to express themselves
- More paper folding/origami
- More art teachers
- Clay & sculptures
- More crafts
- Figure drawing
- More sketching/drawing
- Art contests/competitions

How to help improve School Counselors and Social Workers: (Action 4.1, 4.2)

- Help with basic needs
- Reward positive behavior
- Normalize seeking help
- More counselors, one for every day and one for big issues
- Discreet communication with students
- Schoolwide counselor assembly (each trimester)
- More classroom visits
- More emotional support
- Trust building activities
- Therapeutic walks
- Peer mediation training for students
- Life skills training for students

How to improve Extra-Curricular Activities: (Action 1.5, 1.6)

- More PE equipment
- More trivia-based games/club
- Kickball-organized/dodgeball
- Volleyball nets
- Foreign language club
- Pickleball
- READY Sport tournaments
- Co-Ed sports
- More equipment for kinder students
- Bring fencing as a sport
- Increase time in band
- Add soccer to the elementary
- Add cricket
- Add clubs like drama, Lego, sign language, frisbee, technology, coding
- Engineering club
- Construction club
- Reading club
- Crafting club
- Business classes/clubs
- Fashion classes/clubs
- Cooking club
- Baking club
- Garden club
- Anatomy club

Characteristics of staff to be hired: (Action 3,1, 3.3)

- Honesty
- Patient/calm
- Good listener
- Understanding
- Kindness
- Respectful
- Motivation
- Trustworthy
- Fun with kids

How to improve the Libraries: (Action 1.2)

- Student recommendations for books
- Library to open during break time
- Contests
- Bookmark design contest
- More activities and entertainment in library

- More engaging in read-aloud with props
- More high interest in non-fiction
- Increase number of checkouts
- Incentives for finishing a book
- Background music in library
- Library open after school
- Open in morning before school
- Board games
- Movies in library during lunch
- Quiet place on campus

#### How to improve the Music Program: (Action 1.5)

- More trips as you continue in band
- Band teacher/Jr. High students assembly for 4-6 grade students
- Baritones in elementary
- Piano lab
- Difficult to miss class time for band pullout
- More dedicated band time and more often in 5th & 6th grade

#### How to improve Academic Study Trips: (Action 1.4)

- Students should vote on where they go
- Videos explaining trip options
- Long trips to see new places
- Limit the time at Burris Park
- We like Charter Busses
- Incentive Trips (attendance, etc)
- Museum
- Overnight trips
- Spend more time at the place
- If the location is close, do more activities at that place
- If we don't see everything at the place, we would like to go again next year
- More than one trip a year
- Junior High – More museums, zoo (in upper grades they don't mind repeating)
- Students should have more voice on the location
- Tour guide at location
- More teachers leading groups because they know a lot about the location

#### How to improve Nurses: (Action 4.2)

- Add more colors & decorations to health office
- Teach more health topics to students
- Health supplies in classrooms
- Opportunities to assist the nurses
- Keep nurses up to date with trainings

- READY at Junior High
- Start later for Summer (8:30)
- Swim lessons
- Coding
- Sports (volleyball, hockey, soccer, softball)
- Inclusive activities for students with disabilities
- Roblox
- Firefighters
- Video production
- Water park
- Art teacher (advance lessons)
- Laser light show with music
- Book clubs
- Carnival
- Outdoor Movies
- Cooking
- Interschool sports

#### ACTION: STUDENTS: LCAP STUDENT FOCUS GROUP

Each of the posters with student input has been shared with the corresponding departments, including Nurses, Social Workers, Art Teachers, Music Teachers, Librarians, Human Resources, and our READY/After-School coordinator. These have also been shared with District and School leaders to work through and make appropriate changes for the coming school year.

- LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to parents, teachers, students, and staff recommendation to have a counselor on campus (Action 6.1).

#### PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET/ HESD LCAP ADMINISTRATOR SURVEY

The district's administrators provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates), including the Equity Multiplier funds that Community Day School is receiving. (See details in the next section below). Instructional Cabinet recommended that the district maintain the programs and services for Unduplicated Pupils under each of the district's five LCAP goals at their current levels.

- LCAP Goal 6 (Equity Multiplier Focus Goal) was developed in response to district leadership input from the district administration and school site administration to have a counselor on campus (Action 6.1). District and School site administration, analyzing data, has shown that student response to counselors have been positive and have been effective in reducing chronic absenteeism.

#### SELPA: SELPA Meeting (April 2, 2024)

The SELPA provided specific recommendations for the district's Expected Outcomes for students with disabilities in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). The SELPA Administrator and the HESD administration conducted an analysis to identify areas of challenges, root causes, and specific needs of student achievement, chronic absenteeism, and suspension rates

for students with disabilities. Using this analysis to assess the needs of students with disabilities across the district, the SELPA made recommendations for programs and services in the district that support students with disabilities including working with the California Content Connectors in helping with developing appropriate IEP goals.

#### TEACHERS: HESD LCAP TEACHER SURVEY

The district's teachers recommended that the district maintain the programs and services for Unduplicated Pupils under each of the district's five LCAP goals at their current levels.

#### BARGAINING UNITS, OTHER PERSONNEL

Bargaining units recommended:

- \* Having afterschool enrichment that also includes academics and other enrichment opportunities
- \* The district maintain the programs and services for Unduplicated Pupils under each of the district's six LCAP goals at their current levels, with an emphasis on increasing services for school safety and student physical and social/emotional well-being as funding permits.

#### ACTIONS: TEACHERS, PRINCIPALS, ADMINISTRATORS, BARGAINING UNITS, AND OTHER SCHOOL PERSONNEL

- \* Programs and services for Unduplicated pupils under each of the district's five LCAP goals will be maintained at current levels or expanded. (See goals 1-6)

Goal

Goal #	Description	Type of Goal
1	Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district developed this goal as our educational partner groups support the idea that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, the district's educational partners believe in a well-rounded education for students that includes these areas of study and that also provides opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. A broad educational program is one of the State's identified priorities (Priority 7).

The district has developed this goal:

- \* Because we have a large number of students from low-income families, and students from low-income families sometimes lack the resources to experience the types of enrichment activities, such as music, art, and physical education, that have been shown to increase academic achievement; there is a need to provide students with an educational program that includes these areas of study. Moreover, 98% of parents agree/strongly agree that, "In addition to ELA and Mathematics, it is important for my child to have instruction in science, history, art, music, and physical education (2023 HESD Parent Survey).
- \* Because we have a large number of students from low-income families, and students from low-income families sometimes lack the resources to experience activities that have been shown to increase their interest and engagement in school such as travel to museums, zoos, and parks such as Yosemite or Sequoia; there is a need to provide students with academic study trips. Moreover, 96% of parents agree/strongly agree that "It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks (2023 HESD Parent Survey).

The metrics below will measure the extent to which we deliver a broad educational program to our students. The actions are the individual components of the broad educational program that will be provided to students, for example, art, music, physical education, technology resources etc.

# Measuring and Reporting Results

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Priority 2A: Implementation of State Standards addresses:</p> <p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <p>a. English Language Arts – Common Core State Standards for English Language Arts</p> <p>b. Mathematics – Common Core State Standards for Mathematics</p> <p>c. English Language Development</p> <p>d. Career Technical Education</p> <p>e. Health Education Content Standards</p> <p>f. History-Social Science</p> <p>g. Model School Library Standards</p> <p>h. Physical Education Model Content Standards</p> <p>i. Next Generation Science Standards</p> <p>j. Visual and Performing Arts</p> <p>k. World Language;</p>	<p>The District received a score of "Met" on the 2023 CA School Dashboard: Implementation of Academic Standards Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p> <p>Priority 2B: English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School Dashboard.</p> <p>Goal 2: "All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language" addresses English Learner programs.</p>			<p>Priority 2A: The District will receive a score of "Met" on the CA School Dashboard Implementation of Academic Standards Local Indicator.</p> <p>Priority 2B: The District English Learner Progress will be at least 50% on the CA School Dashboard.</p> <p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP ELA (per Data Quest - Proposed Target)</p> <p>Overall: 54.00%</p> <p>SWD: 21.00%</p> <p>Low-Income: 50.00%</p> <p>English Learner: 30.00%</p> <p>LTEL (Long-Term EL): 16.00%</p>	



	<p>Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA &amp; Math</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>Low-Income: 40.46%</p> <p>English Learner: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)</p> <p>Overall: 33.66%</p> <p>SWD: 8.60%</p> <p>Low-Income: 29.12%</p> <p>English Learners: 12.50%</p> <p>LTEL (Long-Term EL): 3.57%</p> <p>Asian: 51.72%</p> <p>African American: 23.78%</p> <p>Hispanic: 31.32%</p> <p>White: 46.33%</p> <p>Two or More: 46.43%</p> <p>Homeless: 19.42%</p>		<p>Asian: 71.00%</p> <p>African American: 44.00%</p> <p>Hispanic: 52.00%</p> <p>White: 64.00%</p> <p>Two or More: 64.00%</p> <p>Homeless: 41.00%</p> <p>Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP Math (per Data Quest)</p> <p>Overall: 43.00%</p> <p>SWD: 18.00%</p> <p>Low-Income: 39.00%</p> <p>English Learners: 22.00%</p> <p>LTEL (Long-Term EL): 15.00%</p> <p>Asian: 57.00%</p> <p>African American: 33.00%</p> <p>Hispanic: 41.00%</p> <p>White: 56.00%</p> <p>Two or More: 56.00%</p> <p>Homeless: 29.00%</p>	61
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1.2	<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p> <p>Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA &amp; Math</p>	<p>The District received a score of "Met" on the 2023 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p> <p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>Low-Income: 40.46%</p> <p>English Learner: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p>			<p>The District will receive a score of "Met" on the CA School Dashboard Access to a Broad Course of Study Local Indicator.</p> <p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP ELA (per Data Quest - Proposed Target)</p> <p>Overall: 54.00%</p> <p>SWD: 21.00%</p> <p>Low-Income: 50.00%</p> <p>English Learner: 30.00%</p> <p>LTEL (Long-Term EL): 16.00%</p> <p>Asian: 71.00%</p> <p>African American: 44.00%</p> <p>Hispanic: 52.00%</p> <p>White: 64.00%</p> <p>Two or More: 64.00%</p> <p>Homeless: 41.00%</p>	

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1.3	<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>B. Programs and services developed and provided to unduplicated pupils California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 270 6th Grade: 196 (Total 466)</p> <p>All students in 4th grade received music instruction. (The schools with the highest #s of low-income students were prioritized) (655 students)</p> <p>Junior High 244 students chose art. 312 students chose music.</p>			<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th-grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade received music instruction. (The schools with the highest #s of</p>	

					low-income students were prioritized)  Junior High 200 students will choose art. 200 students will choose music.	64
1.4	Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 82%</p> <p>Participating in physical education motivates me to come to school every day: 64%</p> <p>Participating in music enriches (improves) my experience at school: 91%</p> <p>Participating in music motivates me to come</p>			<p>Students will be enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 70%</p> <p>Participating in physical education motivates me to come to school every day: 70%</p> <p>Participating in music enriches (improves) my</p>	

		<p>to school every day: 77%</p> <p>Learning about music will help me in the future: 80%</p> <p>Participating in art enriches (improves) my experience at school: 74%</p> <p>Participating in art motivates me to come to school every day: 66%</p> <p>Learning about art will help me in the future: 67%</p>			<p>experience at school: 70%</p> <p>Participating in music motivates me to come to school every day: 70%</p> <p>Learning about music will help me in the future: 70%</p> <p>Participating in art enriches (improves) my experience at school: 70%</p> <p>Participating in art motivates me to come to school every day: 70%</p> <p>Learning about art will help me in the future: 70%</p>	65
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## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplies/Materials School Sites	School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, physical education.	\$186,255.00	Yes
1.2	School Libraries	School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check out/check in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices.  Library Media Technician aide for each school site Destiny library information system	\$945,221.00	Yes
1.3	Technology	Students in grades 2-8 have access to laptop computers and standards-aligned digital content, which is supplemental to the hard copy textbook/workbook curriculum required. Students in grades TK-1 have access to an iPad and standards-aligned digital content, which is supplemental to the hard copy textbook/workbook curriculum required.  Laptop for each student grades 2-8.	\$1,928,606.00	Yes

		iPad for each student in TK, K, 1 5 Computer Technicians 2 Tech Engineers Standards-aligned digital content/subscriptions		67
<b>1.4</b>	Study Trips	Students in each grade level attend a study trip that is aligned with content standards for their grade. Entrance fees Transportation	\$310,000.00	Yes
<b>1.5</b>	Art, Music, PE	Art, music, and PE instruction is supported with staff, supplies, and materials. 3.0 Art Teachers Art Supplies 5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies After School Athletics and Youth Development Personnel After School Athletics and Youth Development Supplies	\$2,252,303.00	Yes
<b>1.6</b>	After School Program	Students in grades 7-8 will have the opportunity to participate in an after-school enrichment. After School Staff Supplies and materials	\$800.00	Yes

Goal

Goal #	Description	Type of Goal
2	All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district developed this goal because it is committed to the academic achievement of all students, especially those who are low-income, English learners, and foster youth.

The district developed this goal:

- \* Because data from the 2023 California School Dashboard Academic Indicator places Hanford Elementary in the Orange category in ELA and Yellow category in Math. In ELA, four of the nine student subgroups are in the Orange or Red category. In Math, two of the nine subgroups are in the Orange or Red category. This grouping, along with numerous subgroups performing at levels equal to or below the district overall, indicates a need to provide support to all subgroups of high-needs students. There is a need to provide high-needs students with instructional supports, including increasing staffing levels in grades 1-6 to reduce class size and/or eliminate combination classes (thereby providing these students with more individualized time and attention from the teacher), and to provide summer educational programs giving these students additional hours of instructional time.
- \*Because English learners performed at the Yellow (36.5 points below standard) level in ELA and also at the Yellow (65.9 points below standard) in Math both below that of All Students (per 2023 CA Dashboard), this indicates that there is a need to provide students who are English learners with language support in all academic areas and to provide these students with English language development instruction (instruction in learning the English language). There is an additional need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which increased student achievement has been delivered. The actions provide students with the programs, services, and materials that will lead to increased achievement. On the 2023 CA Dashboard, even though ELs scored 36.5 points below standard in ELA and 65.9 points in Math, ELs did increase their scores by 3.1 points in ELA and increased by 8.1 points in Math over the previous year, indicating progress, but still a need.

Differentiated Assistance

January 2024, Hanford Elementary School District was identified for Differentiated Assistance based on the Student group: Students with Disabilities (SWD). SWD were identified in priority area 4 (Pupil Achievement for ELA and Math) in priority area 6 (School Climate -



Suspension). HESD will work closely with the Kings County Office of Education over the course of the year to improve our academics through a series of meetings scheduled over the year. There are multiple actions that will address this work specifically to increase the academic support for SWD including social-emotional support to provide students and families with what they need to be successful. Looking at the broad educational goals, the arts and extra-curricular activities will continue to support engagement for SWD at all grade levels. This includes transportation support to ensure students can be involved and engaged. Measures have been taken to increase student and family engagement and increase school connectedness and safety for students and families in the identified student group.

#### CAASPP Lowest Performing Groups (Priority 4, Academics)

##### District

The student groups within the district that received the lowest performance level (Red) on ELA and/or Math academic indicator on the 2023 Dashboard are:

##### Priority Area 4 (ELA & Math Academics)

- \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* ELA: 104.1 points below standard (Declined 6.2 pts)
- \* Math: 126.5 points below standard (Maintained 0.4 pts)

##### School Level

Schools within the district that received the lowest performance level (Red) on the ELA and/or Math academic indicators on the 2023 Dashboard are:

##### Priority Area 4 (ELA & Math Academics)

- \* Hamilton
- \* English Learner (EL) subgroup (Red) in Math
- \* Math: 92.4 points below standard (Declined 22.4 points)
- \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* ELA: 115.7 points below standard (Declined 11.6 pts)
- \* Math: 157.0 points below standard (Declined 13.3 pts)
- \* Monroe
- \* Students with Disabilities (SWD) subgroup (Red) in ELA
- \* ELA: 100 points below standard (Declined 11.8 pts)
- \* Simas
- \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* ELA: 82.7 points below standard (Declined 12 pts)
- \* Math: 116.3 points below standard (Declined 16.4 pts)
- \* Kennedy
- \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* ELA: 132.4 points below standard (Declined 26.9 pts)
- \* Math: 174.9 points below standard (Declined 20.2 pts)

- \* Woodrow
- \* Students with Disabilities (SWD) subgroup (Red) in ELA and Math
- \* ELA: 124.9 points below standard (Declined 24.6 pts)
- \* Math: 144 points below standard (Declined 9.2 pts)

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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest) Overall: 44.77% SWD: 11.14% Low-Income: 40.46% English Learner: 20.41% L-TEL (Long-Term EL): 5.00% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06%			Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP ELA (per Data Quest - Proposed Target) Overall: 54.00% SWD: 21.00% Low-Income: 50.00% English Learner: 30.00% L-TEL (Long-Term EL): 16.00% Asian: 71.00% African American: 44.00% Hispanic: 52.00% White: 64.00% Two or More: 64.00% Homeless: 41.00%	

2.2	Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAASPP Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest) Overall: 33.66% SWD: 8.60% Low-Income: 29.12% English Learners: 12.50% L-TEL (Long-Term EL): 3.57% Asian: 51.72% African American: 23.78% Hispanic: 31.32% White: 46.33% Two or More: 46.43% Homeless: 19.42%			Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP Math (per Data Quest) Overall: 43.00% SWD: 18.00% Low-Income: 39.00% English Learners: 22.00% L-TEL (Long-Term EL): 15.00% Asian: 57.00% African American: 33.00% Hispanic: 41.00% White: 56.00% Two or More: 56.00% Homeless: 29.00%	71
2.3	Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAASPP Data: ELA	English Language Arts (per 2023 CA Dashboard): Overall: 16.4 points Below (Orange) EL: 36.5 points Below (Yellow) SED: 28.2 points Below (Yellow) SWD: 104.1 points Below (Red) Homeless: 46.8 points Below (Yellow) African American: 50.2 points Below (Yellow)			English Language Arts (per 2026 CA Dashboard): Overall: 6.4 points Below EL: 26.5 points Below SED: 18.2 points Below SWD: 80.1 points Below Homeless: 36.8 points Below African American: 40.2 points Below	

		<p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p> <p>American Indian: 53.1 points Below (No Color)</p> <p>Asian: 26.0 points Above (No Color)</p> <p>Filipino: 61.0 points Above (No Color)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> <li>• Monroe: SWD: 100 points below (Red)</li> <li>• Simas: SWD: 82.7 points below (Red)</li> <li>• Kennedy: SWD: 132.4 points below (Red)</li> <li>• Woodrow: SWD: 124.9 points below (Red)</li> </ul>			<p>Hispanic: 10.6 points Below</p> <p>Two or More: 5.0 points Above</p> <p>White: 24.9 points Above</p> <p>Foster: 9.9 points Below</p> <p>American Indian: 43.0 points Below</p> <p>Asian: 35.0 points Above</p> <p>Filipino: 70.0 points Above</p> <p>Schools that had Red Indicators in 2023</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 90 points below</li> <li>• Monroe: SWD: 75 points below</li> <li>• Simas: SWD: 60 points below</li> <li>• Kennedy: SWD: 90 points below</li> <li>• Woodrow: SWD: 90 points below</li> </ul>	72
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						73
2.4	<p>Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAASPP Data: Math</p>	<p>Mathematics (per 2023 CA Dashboard): Overall: 45.8 points Below (Yellow) EL: 65.9 points Below (Yellow) SED: 57.6 points Below (Yellow) SWD: 126.5 points Below (Red) Homeless: 77.0 points Below (Orange) African American: 78.7 points Below (Yellow) Hispanic: 49.9 points Below (Yellow) Two or More: 23.6 points Below (Yellow) White: 18.4 points Below (Green) Foster: 73.0 points Below (Yellow) American Indian: 70.3 points Below (No Color) Asian: 7.1 points Above (No Color) Filipino: 7.2 points Above (No Color)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Academics on the 2023 Dashboard are:</p>			<p>Mathematics (per 2026 CA Dashboard): Overall: 35.8 points Below EL: 55.9 points Below SED: 47.6 points Below SWD: 90.0 points Below Homeless: 67.0 points Below African American: 68.7 points Below Hispanic: 39.9 points Below Two or More: 13.6 points Below White: 8.4 points Below Foster: 63.0 points Below American Indian: 60.0 points Below Asian: 17.0 points Above Filipino: 17.0 points Above</p> <p>Schools that had Red Indicators in 2023</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 75 points below</li> </ul>	

		<ul style="list-style-type: none"> <li>• Hamilton: EL: 97.4 points below (Red)</li> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul>			<ul style="list-style-type: none"> <li>• Hamilton: SWD: 90 points below</li> <li>• Simas: SWD: 90 points below</li> <li>• Kennedy: SWD: 90 points below</li> <li>• Woodrow: SWD: 90 points below</li> </ul>	74
2.5	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Progress CA Dashboard score	English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School Dashboard.			High 55.5% making progress towards English language proficiency	
2.6	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The percentage of English learner pupils who make progress	23.77% making progress towards English language proficiency (22-23 CDE DataQuest)			Percentage of EL Students Scoring Proficient on the Summative ELPAC: 20%	

	toward English proficiency as measured by the Summative ELPAC (CDE DataQuest)					75
2.7	<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable:</p> <p>A. LTEL Achievement as measured by State Assessment per Data Quest</p> <p>E. The English learner reclassification rate</p>	<p>A: Percentage of EL Students, including LTELs Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Assessments(per Data Quest):</p> <p>ELA:</p> <p>ELs: 20.41% proficient</p> <p>LTEL (Long-Term EL): 5:00% proficient</p> <p>Math:</p> <p>ELs: 12.50% proficient</p> <p>LTEL (Long-Term EL): 3.57% proficient</p> <p>E: The English learner reclassification rate: 17% (2022-2023: 205 reclassified out of 1412 EL students)</p>			<p>A: Percentage of EL Students, including LTELs Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Assessments(per Data Quest):</p> <p>ELA:</p> <p>English Learner: 30.00%</p> <p>LTEL (Long-Term EL): 16.00%</p> <p>Math:</p> <p>ELs: 22.00% proficient</p> <p>LTEL (Long-Term EL): 15.00% proficient</p> <p>E: The English learner reclassification rate: 15%</p>	
2.8	<p>Priority 1: Basic Services addresses the degree to which:</p> <p>B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p>	<p>All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of</p>			<p>All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all</p>	

		Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/27/23.			classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.	76
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## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Eliminate Combination Classes/Reduce Class Sizes	Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class sizes in grades 4-8. 19 Classroom Teachers	\$2,536,806.00	Yes



		<p>Based on the Hanford Elementary Teachers Association (HETA) Collective Bargaining Agreement, grade-level staffing shall be based on the following teacher/pupil ratios and ceilings set forth below:</p> <p>Grade TK – Ratio: State Mandate</p> <p>Grades TK through 3rd – Ratio: 1:25, Ceiling: 1:25 (*The ratio and ceiling of 1:25 for Grades TK-3 is contingent upon the District's participation in the Class Size Reduction Program.)</p> <p>Grades 4 through 8 – Ratio: 1:30, Ceiling: 1:33</p>		77
2.2	Summer Program	Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.	\$0.00	Yes
2.3	Supplemental Instructional Materials	<p>Provide low-income students, foster youth, and English learners with up-to-date/upgraded supplemental instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased support for English learners and struggling students, including Students with Disabilities (SWD) subgroup (DA subgroup).</p> <p>Instructional Materials (Books, textbooks)</p> <p>Teacher Resource Specialist</p>	\$381,610.00	Yes
2.4	Supplemental Support for Designated and Integrated ELD for English Learners and Long-Term English Learners (LTELs)	<p>Designated and Integrated are supported with staff, supplies, and materials.</p> <p>Designated ELD</p> <p>EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during</p>	\$951,692.00	Yes

		<p>the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Integrated ELD  EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners. Integrated ELD:</p> <ul style="list-style-type: none"> <li>• Includes intentional supports and scaffolds that happen by design</li> <li>• Is planned in advance as part of the lesson to eliminate barriers to learning</li> <li>• Often includes a preview or pre-teach to build background knowledge for the topic</li> <li>• May include small group</li> <li>• Provides connections to what students already know</li> <li>• Often includes hands on activity and discussion (with language supports as needed)</li> <li>• May include the use of charts and graphic organizers</li> </ul> <p>Director of Curriculum  Director Prog. Dev., Assessment, Accountability (50%)  33% Learning Directors  50% Admin Secretary (PD ELs)  1 EL Instructional Aide (Jr. High)  Supplies Materials for Supplemental ELD Instruction</p>		78
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Goal

Goal #	Description	Type of Goal
3	The district will support teachers and staff with professional development, training, and collaboration time.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district developed this goal because students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families.

The district developed this goal:

- \* Because a teacher who is exceptionally well-trained has deep knowledge of the content areas for which he/she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).
- \* Because an exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners.
- \* Because data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math.
- \* Because data from the California School Dashboard Academic Indicator places Hanford Elementary in the Orange category in ELA and in the Yellow category in Math. In ELA, four of the nine student subgroups are in the Orange or Red category. In math, two of the nine subgroups are in the Orange or Red categories. English learners performed at the Yellow level in both ELA and Math, and performed lower below standard than All Students.
- \*Because having teachers who are appropriately credentialed, well trained, who can provide expert pedagogy, and support their students who are English learners will lead to increased student achievement.
- \* There is a need to provide teachers with professional development and training designed to build their content knowledge and further develop their pedagogy.
- \* There is a need to provide teachers with professional development and training designed to build their ability to support English learners.
- \* There is a need to continue to provide up-to-date instructional materials to students in all content areas.
- \* There is a need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which all teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, the extent to which the district's professional development programs support the training needs of teaching staff, and the extent to which teachers new to the profession are supported in their first two years of teaching.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	Based on 2023-2024 School Year 249 Teachers with Full Credentials (92.91%) 19 Teachers without Full Credentials (7.09%)  267 Teachers Assigned Appropriately (99.63%) 1 Teacher Misassigned (0.37%)			90% of teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	
3.2	Priority 1: Basic Services addresses the degree to which: A: HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%			80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	
3.3	Priority 1: Basic Services addresses the degree to which:	100% of the teachers in year 2 of the district's induction program will complete the program.			100% of the teachers in year 2 of the district's induction program	

	A. New Teacher Induction Completion Rates				will complete the program.	81
3.4	Priority 4: Pupil Achievement as measured by CAASPP A: Statewide Assessments Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest) Overall: 44.77% SWD: 11.14% Low-Income: 40.46% English Learner: 20.41% LTEL (Long-Term EL): 5.00% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06%			Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP ELA (per Data Quest - Proposed Target) Overall: 54.00% ) SWD: 21.00% Low-Income: 50.00% English Learner: 30.00% LTEL (Long-Term EL): 16.00% Asian: 71.00% African American: 44.00% Hispanic: 52.00% White: 64.00% Two or More: 64.00% Homeless: 41.00%	
3.5	Priority 4: Pupil Achievement as measured by CAASPP A: Statewide Assessments Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest) Overall: 33.66% SWD: 8.60% Low-Income: 29.12% English Learners: 12.50%			Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP Math (per Data Quest) Overall: 43.00% SWD: 18.00%	

		Asian: 51.72% African American: 23.78% Hispanic: 31.32% White: 46.33% Two or More: 46.43% Homeless: 19.42%			Low-Income: 39.00% English Learners: 22.00% Asian: 57.00% African American: 33.00% Hispanic: 41.00% White: 56.00% Two or More: 56.00% Homeless: 29.00%	82
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## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Teacher Professional Development	Teachers are supported with leadership, training, and professional development. 33% Learning Directors 50% Admin. Secretary (Supports PD) 3 Teacher PD Days	\$1,243,006.00	Yes
<b>3.2</b>	Teacher Collaboration Time	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher Resource Specialist Admin. Supplies, Materials	\$118,829.00	Yes
<b>3.3</b>	New Teacher Induction	The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. Admin Secretary (Induction) Induction Program Supplies	\$156,062.00	Yes

Goal

Goal #	Description	Type of Goal
4	Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed this goal because we have significant numbers of high needs (Unduplicated) students, and these students experience barriers to learning that go well beyond what all students experience. These barriers include health and wellness as well as social and emotional challenges. High needs students, including students from low income families and students who are foster youth, may lack the resources to access the types of health and social/emotional supports that reduce barriers to learning.

Differentiated Assistance

January 2024, Hanford Elementary School District was identified for Differentiated Assistance based on the Student group: Students with Disabilities (SWD). SWD were identified in priority area 4 (Pupil Achievement for ELA and Math) in priority area 6 (School Climate - Suspension). HESD will work closely with the Kings County Office of Education over the course of the year to improve our Suspension Rate through a series of meetings scheduled over the year. There are multiple actions that will address this work specifically to decrease suspension rates for SWD including social-emotional support to provide students and families with what they need to be successful. Looking at the broad educational goals, the arts, and extra-curricular activities will continue to support engagement for SWD at all grade levels. This includes transportation support to ensure students can be involved and engaged. Measures have been taken to increase student and family engagement and increase school connectedness and safety for students and families in the identified student group.

The district developed this goal:

- \* Because while suspensions have decreased significantly over the past 10 years, this past two year after the COVID pandemic there is a rise in behaviors leading to suspensions. All nine student groups are either at the Orange or Red levels for suspension rate. African Americans, Socially Economically Disadvantaged, Students with Disabilities, and Foster students all are in the Red category.
- \* Because most groups of students are experiencing high rates of chronic absenteeism. Even though are rates are down (17% - 36%) from the previous year, these rates are substantially higher than pre-COVID times. The is a need to focus on re-establishing the practices that had HESD Chronic Absenteeism rates lower than both the county and state.
- \*Because the COVID pandemic has had a significant negative effect on students' social-emotional well-being, with students from low-income families and students who are foster youth being especially impacted.



The metrics under Goal 4 measure school engagement and connectedness by monitoring the extent to which suspension, expulsion, and chronic absenteeism rates decline, the rate at which school attendance increases, and the extent to which parents feel that their children are safe at school.

#### CA Dashboard Lowest Performing Groups (Priority 5 & 6)

##### District

The student groups within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism and/or Priority 6: Suspension Rate on the 2023 Dashboard are:

##### Priority Area 5 (Chronic Absenteeism)

- \* None

##### Priority Area 6 (Suspension Rate)

- \* African American (AA) subgroup (Red): 11.6% suspended (Increased 2.5% pts)
- \* Socially Economically Disadvantaged (SED) subgroup (Red): 6.1% suspended (Increased 1.1% pts)
- \* Students with Disabilities (SWD) subgroup (Red): 6.3% suspended (Maintained -0.1% pts)
- \* Foster subgroup (Red): 8.2% suspended (Increased 3.7% pts)

##### Schools

Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism and/or Priority 6: Suspension Rate on the 2023 Dashboard are:

##### Priority Area 5 (Chronic Absenteeism)

- \* Kennedy
- \* White subgroup (Red): 36.8% Chronically Absent (Increased 4.7% pts)

##### Priority Area 6 (Suspension Rate)

- \* Hamilton
- \* White subgroup (Red): 6.9% suspended (Increased 6.9% pts)
- \* Lincoln
- \* African American (AA) subgroup (Red): 7.1% suspended (Increased 4.1% pts)
- \* Students with Disabilities (SWD) subgroup (Red): 10.7% suspended (Increased 6.8% pts)
- \* Roosevelt
- \* White subgroup (Red): 8.1% suspended (Increased 5.8% pts)
- \* Kennedy
- \* Overall (All Students) (Red): 17.6% suspended (Increased 5.9% pts)
- \* English Learners (EL) subgroup (Red): 18.5% suspended (Increased 4.1% pts)
- \* Socially Economically Disadvantaged (SED) subgroup (Red): 18.4% suspended (Increased 5.8% pts)

- \* Hispanic subgroup (Red): 16.3% suspended (Increased 6.2% pts)
- \* Woodrow
- \* Socially Economically Disadvantaged (SED) subgroup (Red): 19.4% suspended (Increased 0.5% pts)
- \* Hispanic subgroup (Red): 17.3% suspended (Increased 0.7% pts)

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 6: School Climate as measured by: A. Pupil suspension rates	<p>The district's suspension rate was 5.4% (2023 CA Dashboard).</p> <p>All Students: 5.4% (Orange)</p> <p>EL: 4.6% (Orange)</p> <p>SED: 6.1% (Red)</p> <p>SWD: 6.3% (Red)</p> <p>Hispanic: 5.1% (Orange)</p> <p>Asian: 0% (Blue)</p> <p>African American: 11.6% (Red)</p> <p>Filipino: 0% (Blue)</p> <p>Two or More: 6.0% (Orange)</p> <p>White: 5.4% (Orange)</p> <p>Foster: 8.2% (Red)</p> <p>Homeless: 7.9% (Orange)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 6:</p>			<p>The district's suspension will be under 3.0% (CA Dashboard).</p> <p>All Students: 2.9%</p> <p>EL: 2.9%</p> <p>SED: 2.9%</p> <p>SWD: 2.9%</p> <p>Hispanic: 2.9%</p> <p>Asian: 0% (Maintain)</p> <p>African American: 2.9%</p> <p>Filipino: 0% (Maintain)</p> <p>Two or More: 2.9%</p> <p>White: 2.9%</p> <p>Foster: 2.9%</p> <p>Homeless: 2.9%</p> <p>Schools that had Red Indicators in 2023</p> <ul style="list-style-type: none"> <li>• Hamilton: White: 2.9%</li> </ul>	

		<p>Suspension Rate on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: White: 6.9% suspended (Red)</li> <li>• Lincoln: AA: 7.1% suspended (Red)</li> <li>• Lincoln: SWD: 10.7% suspended (Red)</li> <li>• Roosevelt: White: 8.1% suspended (Red)</li> <li>• Kennedy: Overall (All Students): 17.6% suspended (Red)</li> <li>• Kennedy: EL: 18.5% suspended (Red)</li> <li>• Kennedy: SED: 18.4% suspended (Red)</li> <li>• Kennedy: Hispanic: 16.3% suspended (Red)</li> <li>• Woodrow: SED: 19.4%</li> </ul>			<ul style="list-style-type: none"> <li>• suspended</li> <li>• Lincoln: AA: 2.9% suspended</li> <li>• Lincoln: SWD: 2.9% suspended</li> <li>• Roosevelt: White: 2.9% suspended</li> <li>• Kennedy: Overall (All Students) : 2.9% suspended</li> <li>• Kennedy: EL: 2.9% suspended</li> <li>• Kennedy: SED: 2.9% suspended</li> <li>• Kennedy: Hispanic: 2.9% suspended</li> <li>• Woodrow: SED: 2.9%</li> </ul>	87
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		suspended (Red) <ul style="list-style-type: none"> <li>Woodrow: Hispanic: 17.3% suspended (Red)</li> </ul>			suspended <ul style="list-style-type: none"> <li>Woodrow: Hispanic: 2.9% suspended</li> </ul>	88
4.2	Priority 6: School Climate as measured by: B. Pupil expulsion rates	The district's expulsion rate for 2022-2023 was 0.05 (28 expulsions with 5529 enrollment size)			The district's expulsion rate will be below 0.50%.	
4.3	Priority 5: Pupil Engagement as measured by: A. School attendance rate	The district's school attendance rate for 2022-2023 was 92.8%			The district's school attendance rate will be 97%.	
4.4	Priority 5: Pupil Engagement as measured by: B. Chronic absenteeism rates	The District's chronic absenteeism rate was 22.1% (2023 CA Dashboard) Overall: 22.1% (Yellow) EL: 18.1% (Yellow) SED: 24.3% (Yellow) SWD: 29.6% (Yellow) Hispanic: 22.3% (Yellow) Asian: 6.4% (Green) African American: 29.3% (Yellow) Filipino: 9.1% (Green) Two or More: 23.6% (Yellow) White: 19.7% (Yellow) Foster Youth: 17.6% (Yellow) Homeless: 36.8% (Yellow)			The District's chronic absenteeism rate will be under 10.0% (CA Dashboard) Overall: 9.9% EL: 9.9% SED: 9.9% SWD: 9.9% Hispanic: 9.9% Asian: 4.9% African American: 9.9% Filipino: 4.9% Two or More: 9.9% White: 9.9% Foster Youth: 9.9% Homeless: 9.9% American Indian:	

		<p>American Indian: 23.8% (Orange)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Kennedy: White: 36.8% Chronically Absent (Red)</li> </ul>			<p>9.9%</p> <p>Schools that had a Red Indicator in 2023</p> <ul style="list-style-type: none"> <li>Kennedy: White: 9.9% Chronically Absent rate</li> </ul>	89
4.5	Priority 5: Pupil Engagement as measured by: C. Middle school dropout rates	The district's middle school dropout rate for 2022-2023 was 0%.			Middle school dropout rate will be 0%	
4.6	Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p>SENSE OF SAFETY</p> <p>Per 2023-2024 HESD PARENT SURVEY</p> <p>94% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per 2023-2024 HESD STUDENT SURVEY</p> <p>75.91% of students agree or strongly agree</p>			<p>SENSE OF SAFETY</p> <p>Per HESD PARENT SURVEY</p> <p>90% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>90% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p>	

		<p>with the statement, "I feel safe at school."</p> <p>77.11% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>66.55% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>85.77% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>70.37% of students agree or strongly agree with the statement, "The school resource officer is an adult that i can talk to if I have a problem at school."</p> <p>81.90% of students agree or strongly agree with the statement, "The</p>			<p>Per HESD STUDENT SURVEY 70% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>70% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>70% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with</p>	90
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		<p>school resource officer makes my school safer."</p> <p>SCHOOL CONNECTEDNESS: Per 2023-2024 HESD PARENT SURVEY: 96% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs."</p> <p>98% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>98% of parents agree or strongly agree with the statement. "The Parent/Teacher conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>97% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I</p>			<p>students at my school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer is an adult that i can talk to if I have a problem at school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p> <p>SCHOOL CONNECTEDNES S: Per HESD PARENT SURVEY: 90% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs."</p>	91
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		<p>can ask for clarification and assistance from my child's teacher."</p> <p>98% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations."</p> <p>Per 2023-2024 HESD STUDENT SURVEY 74.71% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>84.78% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>67.06% of students agree or strongly agree with the statement, "Participating in art</p>			<p>90% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>90% of parents agree or strongly agree with the statement. "The Parent/Teacher conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>98% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for clarification and assistance from my child's teacher."</p> <p>90% of parents agree or strongly agree with the statement, "I receive adequate</p>	92
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		<p>enriches (improves) my experience at school."</p> <p>69.17% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p> <p>Teacher Sense of Safety &amp; School Connectedness: Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their HETA bargaining unit. For example, in September HETA Meet and Consult, topic 4: Teacher Safety (HETA/District): HETA is requesting training for de-escalating student behavior. District Assistance Superintendent shared there is a "choice" training opportunity at the upcoming professional development day in October. In addition, school psychologists can be invited to follow-up at individual staff meetings. There may also be training</p>		<p>information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations."</p> <p>Per HESD STUDENT SURVEY 70% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>70% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>70% of students agree or strongly</p>	93
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		available through our Keenan website for school administrators to schedule as needed.			<p>agree with the statement, "Participating in art enriches (improves) my experience at school."</p> <p>70% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p> <p>Teacher Sense of Safety &amp; School Connectedness: Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their HETA bargaining unit.</p>	94
4.7	Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	2023-24: Most schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). These schools received a score of "Good": Monroe, Roosevelt, and Woodrow			All schools will receive a score of "Exemplary" on the California Facilities Inspection Tool (FIT) All schools will receive a score of "Exemplary" on the California	

					Facilities Inspection Tool (FIT)	95
4.8						

## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Coordination of Student Support	Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support, including reducing suspension SWD (DA Subgroup). 33% Learning Directors (11 FTE positions)	\$1,304,498.00	Yes

		Assistant Superintendent of School Climate, Child Welfare and Attendance (1 FTE position) Director of Child Welfare and Attendance (for School Climate Child Welfare and Attendance) (1 FTE position) Supplies/Materials (for School Climate Child Welfare and Attendance) Supplies/Materials for Foster Youth School Social Worker SARB		96
<b>4.2</b>	Health Professionals (Physical/Mental/Social/Emotional)	School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems, including reducing suspension SWD (DA Subgroup). 5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site) (10.5 FTE positions) School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) (3 FTE positions) 2 Counselors (Junior High) (One Per School) (2 FTE positions)	\$2,698,603.00	Yes
<b>4.3</b>	School Support Staff	Additional support staff provides direct services to students to promote a positive school climate, good citizenship, and school safety, including reducing suspension SWD (DA Subgroup). 8 Student Specialists (8 FTE positions) 2 Vice Principals (2 FTE positions) 2 School Resource Officers (not district employees) Yard Supervision (26.35 FTE positions)  Community Day School (CDS): *1 CDS Principal/Youth Development (1 FTE Position) *3 CDS Teachers (3 FTE positions) *1 CDS Specialist (1 FTE position) *3 CDS Aides (2.07 FTE positions) *Supplies	\$3,780,141.00	Yes

4.4	Transportation	Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	\$500,000.00	97 Yes
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Communication between schools and home will be regular and meaningful.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal because the district is committed to the belief that family engagement is one of the single most important factors in helping students succeed in school.

The district developed this goal:

- \* Because there is an ongoing need for parents/guardians to actively participate in their children's education and there is a need for home to school communication and parent/guardian involvement.
- \* Because parents need information and training to help their children achieve in school.
- \* Because parents have a right to be involved in the decision-making process at the school and district levels.

The metrics under Goal 5 will measure the extent to which parents are involved in their students' education. The actions under Goal 5 will support parents as they are involved in their students' education.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils	"Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students'			The parent conference attendance rate will be 95% or greater.  HESD Parent Survey:	

	<p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2023-2024: Parent/teacher attendance rate: 99.9%.</p> <p>2023-2024 HESD Parent Survey: 97% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>98% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>98% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes,</p>			<p>95% Agree/Strongly Agree (or greater): Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>95% Agree/Strongly Agree: (or greater) The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>95% Agree/Strongly Agree: (or greater) I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).</p>	99
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		phone calls, progress reports). "				100
5.2	Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	The District received a score of "Met" on the 2023 California School Dashboard local indicator for Parent Engagement.			The District will receive a score of "Met" on the California School Dashboard local indicator for Parent Engagement.	
5.3	Priority 3: Parental Involvement addresses: A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	<p>Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district</p>			<p>The district and schools maintain the required committees.</p> <p>HESD Parent Survey: 95% Agree/Strongly Agree: (or greater) I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent</p>	



		<p>maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2023-2024 HESD Parent Survey: 98% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.</p>			<p>education presentations.</p> <p>95% Agree/Strongly Agree: (or greater) There are adequate opportunities for me to become informed about the school's programs.</p>	101
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## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent/Family Communication	The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	\$0.00	No
5.2	Parent Involvement Activities	School sites and the district will provide parents with a variety of informational, training/educational, and social activities. Parent Liaison (1 FTE position) Parent Education Center Supplies	\$341,650.00	Yes
5.3	Required Committees	The district and school sites will maintain the required committees for parent input.	\$0.00	No

Goal

Goal #	Description	Type of Goal
6	The students at Community Day School will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on the 2022-2023 CA Dashboard data for suspension rate, Community Day School students show a greater disparity when compared to other schools and were Identified to receive Equity Multiplier Funding.

District 2023 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 5.4%
- Socio-Economically Disadvantaged students: 6.1% suspension rate

School Site Identified for Equity Multiplier Funds:

- Community Day School Suspension Rate on the 2023 CA Dashboard
- Overall: 25% suspension rate (Orange)
- Socio-Economically Disadvantaged students: 24.4% suspension rate (Orange)

Students at Community Day School (CDS) have needs for health and wellness as well as social and emotional supports that go well beyond what students at other schools need. Data from the California School Dashboard indicate that suspension rates at CDS are higher than students at other schools. The data also indicates that students at CDS have a higher rate of suspension (25.0%) whereas this district suspension rate was 5.4%. Students at CDS may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered as priority and the services provided are based on these considerations and are designed to support students at CDS, providing with an array of supports designed to decrease behavior incidents, thereby lowering suspensions. The Community Day School provides intensive interventions for students with more serious behavior challenges.

Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students and Socio-Economically Disadvantaged Students (SED). In looking over the year, the rates have improved to their best levels in at least 5 years, showing the programs being put into place have been effective and need to continue and be built upon.

CDS Suspension Rates

\* 2023: 25.0% suspension rate

- \* 2022: 35.3% suspension rate
- \* 2020 & 2021: No data due to COVID
- \* 2019: 46.3% suspension rate
- \* 2018: 34.1% suspension rate

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavioral challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.

Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.
- There is a need to provide students with the skills that will enable them to foster and support these relationships.
- There is a need to provide ongoing support to students as they transition back to their home school.
- There is a need to provide families with education and support.

We expect this action to lead to a decrease in suspension rates as this action is focused on addressing the suspension needs of CDS.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	<p>Priority 6: School Climate as measured by:</p> <p>A. Pupil suspension rates, including SED students at CDS</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>A. Pupil suspension rates</p> <p>District 2023 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> <li>• All Students had a suspension rate of 5.4%</li> <li>• Socio-Economically Disadvantaged</li> </ul>			<p>A. Pupil suspension rates</p> <p>The district's suspension rate will be under 3.0% (CA Dashboard).</p> <ul style="list-style-type: none"> <li>• All Students: 2.9% suspension rate (Yellow)</li> </ul>	

		<p>students: 6.1% suspension rate</p> <p>School Site Identified for Equity Multiplier Funds:</p> <ul style="list-style-type: none"> <li>Community Day School Suspension Rate on the 2023 CA Dashboard</li> <li>Overall: 25% suspension rate (Orange)</li> <li>Socio-Economically Disadvantaged students: 24.4% suspension rate (Orange)</li> </ul> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p>SENSE OF SAFETY Per 2022-2023 HESD PARENT SURVEY 96% of parents agree or strongly agree with the statement, "My child is safe at school"</p>			<ul style="list-style-type: none"> <li>Socio-Economically Disadvantaged students: 2.9% suspension rate (Yellow)</li> </ul> <p>School Site Identified for Equity Multiplier Funds:</p> <ul style="list-style-type: none"> <li>Community Day School suspension rate will be under 3.0% (CA Dashboard).</li> <li>Overall: 2.9% suspension rate (Yellow)</li> <li>Socio-Economically Disadvantaged students: 2.9% suspension rate (Yellow)</li> </ul>	105
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		<p>97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per 2022-2023 HESD STUDENT SURVEY 74.06% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>78.89% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>65.42% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>84.71% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p>			<p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p>SENSE OF SAFETY Per HESD PARENT SURVEY 90% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>90% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per HESD STUDENT SURVEY 70% of students agree or strongly agree with the statement, "I feel safe at school."</p>	106
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		<p>67.14% of students agree or strongly agree with the statement, "The school resource officer is an adult that i can talk to if I have a problem at school."</p> <p>78.61% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p> <p>SCHOOL CONNECTEDNESS: Per 2022-2023 HESD PARENT SURVEY: 96% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs."</p> <p>96% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>98% of parents agree or strongly agree with the statement. "The Parent/Teacher</p>			<p>70% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>70% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer is an adult that i can talk to if I</p>	107
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		<p>conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>98% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for clarification and assistance from my child's teacher."</p> <p>99% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations."</p> <p>Per 2022-2023 HESD STUDENT SURVEY 73.37% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p>			<p>have a problem at school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p> <p>SCHOOL CONNECTEDNES S: Per HESD PARENT SURVEY: 90% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs."</p> <p>90% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>90% of parents agree or strongly</p>	108
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		<p>80.83% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>65.91% of students agree or strongly agree with the statement, "Participating in art enriches (improves) my experience at school."</p> <p>71.34% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p>		<p>agree with the statement. "The Parent/Teacher conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>98% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for clarification and assistance from my child's teacher."</p> <p>90% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent</p>	109
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					<p>Education Presentations."</p> <p>Per HESD STUDENT SURVEY 70% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>70% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>70% of students agree or strongly agree with the statement, "Participating in art enriches (improves) my experience at school."</p> <p>70% of students agree or strongly agree with the</p>	110
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					statement, "I enjoy learning at my school."	111
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## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Student Support	Direct support for students, School health professionals, Counselors, Psychologists, and other professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. (1 FTE position)	\$88,419.00	<p>No</p> <p>Based on the 2022-2023 CA Dashboard data for suspension rate, Community Day School students show a greater disparity when compared to other schools and were identified to receive Equity Multiplier Funding. District 2023 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> <li>All Students had a suspension</li> </ul>

				<div>112</div> <div><ul style="list-style-type: none"><li>• <div>sion rate of 5.4%</div><div>Socio- Econo- mically Disadv antage d student s: 6.1% suspension rate</div></li></ul><div>School Site Identified for Equity Multiplier Funds:</div><div><ul style="list-style-type: none"><li>• <div>Commun ity Day School Suspension Rate on the 2023 CA Dashbo ard</div></li><li>• <div>Overall: 25% suspension rate (Orange)</div></li><li>• <div>Socio- Econo- mically Disadv antage d student s: 24.4% suspension rate (Orange)</div></li><li>• <div>No student groups in Red</div></li></ul><div>To address these needs, the district will provide students at Community Day School (CDS) with an array of supports designed to decrease behavior incidents and suspensions, promote positive school climate, good citizenship, and improve school safety.</div><div>Based on Parent and Student surveys, there is a need to continue for action 6.1 as seen by these results Parent Survey Questions and responses:</div><div><ul style="list-style-type: none"><li>• <div>The School Resource Officer helps keep my child's school safe: 97% Agree/ Strongl y Agree</div></li></ul></div></div></div>
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				<div>113</div> <div><ul style="list-style-type: none"><li>My child is safe at school: 94% Agree/ Strongly Agree</li><li>Having a school nurse at each site is important: 100% Agree/ Strong Agree</li><li>Having a school counselor or at each site is important: 99% Agree/ Strongly Agree</li></ul><p>Student Survey Questions and responses:</p><ul style="list-style-type: none"><li>Teachers, principals, learning director, student specialists, counselors, or other adults are able to prevent bullying at my school: 67% Agree/ Strongly Agree</li><li>There is an adult that I can talk to if I have a problem at school: 77% Agree/ Strongly Agree</li><li>I feel safe at school: 76% Agree/ Strongly Agree</li><li>I have visited the school nurse this year: 71% Yes</li><li>I have visited the</li></ul></div>
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				<div>114</div> <div><div><div><div><div></div><div>school counsel or this year: 30% Yes</div></div></div><div><div></div><div>I know and have spoken with the resourc e officer at my school: 38% Yes</div></div></div><div><div></div><div>The school resourc e officer has a good relation ship with student s at my school: 86% Agree/ Strongl y Agree</div></div></div> <div><div></div><div>The school resourc e officer is an adult that I can talk to if I have a proble m at school: 70% Agree/ Strongl y Agree</div></div>
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Students at Community Day School (CDS) have needs for health and wellness as well as social and emotional supports that go well beyond what students at other schools need. Data from the California School Dashboard indicate that suspension rates at CDS are higher than students at other schools. The data also indicates that students at CDS have a higher rate of suspension (25.0%) whereas this district suspension rate was 5.4%. Students at CDS may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered as priority under Action 6.1 have

				<p>115</p> <p>been developed. The services provided under Action 6.1 are based on these considerations and are designed to support students at CDS, providing with an array of supports designed to decrease behavior incidents, thereby lowering suspensions. The Community Day School provides intensive interventions for students with more serious behavior challenges.</p> <p>The principal, counselor, School Resources Office, the Assistant Superintendent of Student Services, School Climate, Child Welfare and Attendance, and the School Social Worker coordinate these services, ensuring that students at CDS in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)</p> <p>The services provided to students under Action 6.1 are effective in meeting Goal 6.</p> <p>Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students and Socio-Economically Disadvantaged Students (SED). In looking over the year, the rates have improved to their best levels in at least 5 years, showing the programs being put into place have been effective.</p> <p>CDS Suspension Rates</p> <ul style="list-style-type: none"><li>* 2023: 25.0% suspension rate</li><li>* 2022: 35.3% suspension rate</li><li>* 2020 &amp; 2021: No data due to COVID</li><li>* 2019: 46.3% suspension rate</li><li>* 2018: 34.1% suspension rate</li></ul> <p>Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavioral challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS. Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.</p> <ul style="list-style-type: none"><li>• There is a need to strengthen the relationships between</li></ul>
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					<div>116</div> <div><div><div><div><div><div></div><div>n CDS student s and adults in the school.</div></div></div><div><div><div></div><div>There is a need to build the relation ships between n the families of CDS student s and the school.</div></div></div><div><div><div></div><div>There is a need to build CDS student s' relation ships with one another</div></div></div><div><div><div></div><div>There is a need to provide student s with the skills that will enable them to foster and support these relation ships.</div></div></div><div><div><div></div><div>There is a need to provide ongoing support to student s as they transitio n back to their home school.</div></div></div><div><div><div></div><div>There is a need to provide families with educati on and support</div></div></div></div></div><div><div>Behavior Support</div><div>Provide teaching, intervention, and support for students, particularly our ATSI eligible student groups, that will lead them to acquire and apply knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.</div></div><div>EVIDENCE</div></div>
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				<p>143 Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate)</p> <p>Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong)</p> <p>Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p> <p>We expect this action to lead to a decrease in suspension rates as this action is focused on addressing the suspension needs of CDS.</p> <p>We will monitor progress on Suspension rates, both locally and from the CA Dashboard our Unduplicated student groups in comparison to all students.</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the Health Professionals.</p>
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$18,799,741	\$2,211,382

## 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
32.990%	0.450%	\$\$260,576.81	33.440%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<b>Action:</b> Supplies/Materials School Sites  <b>Need:</b> Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide	To address these needs, we will provide support to school sites with supplies and materials that support the programs and services in the LCAP.  In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income and EL pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these	We will monitor progress on the ELA and Math CAASPP assessments for our low-income and EL student groups in comparison to all students. (See Metrics 1.1 and 1.2 above)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> </ul> <p>Groups Identified for Required Actions:</p> <p>District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> <li>• Monroe: SWD: 100 points below (Red)</li> <li>• Simas: SWD: 82.7 points below (Red)</li> <li>• Kennedy: SWD: 132.4 points below (Red)</li> <li>• Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p>	<p>students are considered first as services provided under Action 1.1 have been developed. The actions and services under 1.1 are based on these considerations and designed to support low-income and EL pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Pupils from these subgroups may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments, and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites helps to decrease the barrier to a broad educational program that exists for low-income and EL students. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards. The district has completed and published the Local Indicators and received a score of "Met" on the California School Dashboard.</p> <p>The services provided to low-income and EL students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partner has provided the</p>	<p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about instruction around HESD's broad educational program. (See Metrics 1.4 above)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• Hamilton: EL: 97.4 points below (Red)</li> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Supplies and materials that support these components are effective in the delivery of the Broad Educational Program.</p> <p>Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see below.) Moreover, 99% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of “Met” on the California School Dashboard Local Indicator for Implementation of Academic Standards. The district received a score of “Met” on the California School Dashboard Local Indicator for Access to a Broad Course of Study.</p> <p>Students strongly agree/agree with the following statements on the 2023-2024 LCAP Student Survey: Physical education activities enrich (improve) my experience at school: 73.73% Participating in physical education motivates me to come to school every day: 48.76% I think it is important to have music at my school: 77.27% Participating in music enriches (improves) my experience at school: 80.83%</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Participating in music motivates me to come to school every day: 70.43%</p> <p>Learning about music will help me in the future: 78.1%</p> <p>Participating in art motivates me to come to school every day: 59.83%</p> <p>Participating in art enriches (improves) my experience at school: 65.91%</p> <p>Learning about art will help me in the future: 60.27%</p> <p>I enjoy learning at my school: 71.34%</p> <p>I plan to go to college: 87.67%</p> <p>We expect this action to lead to an increase in low-income and EL student learning as it's focused on addressing their identified needs. Our percent proficient target for low-income and ELs on the 2026 ELA CAASPP assessment is 50.00% (low-income) and 30.00% (ELs). Over the last three years, our low-income and EL population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 for low-income and from 15.22% in 2021 to 20.41% in 2023 for EL students showing HESD is on track to meet our expectations in ELA. Our percent proficient target for low-income and ELs on the 2026 Math CAASPP assessment is 39.00% (low-income) and 22.00% (ELs). Over the last three years, our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 from 8.95% in 2021 to 12.50% in 2023 for EL students. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> School Libraries</p> <p><b>Need:</b> Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> <li>• Monroe: SWD: 100 points below (Red)</li> </ul>	<p>To address these needs, we will provide support to ensure school libraries are open during school hours and are supported with staff, books, periodicals, and technology.</p> <p>In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income and EL pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.2 have been developed. The services under Action 1.2 are based on these considerations and designed to support low-income and EL pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Students from these subgroups may not have access to books, periodicals, or standards-aligned digital content/media at the same levels as all students as a whole. School libraries that are open and fully staffed during school hours provide low-income and EL pupils with increased access to books, periodicals, and electronic educational media at school and home. By providing increased library services to low-income and EL students, they have increased access to reading including books specific to our EL population. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our low-income and EL student groups in comparison to all students. (See Metrics 1.1 and 1.2 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the libraries and instruction within HESD's broad educational program. (See Metrics 1.4 above)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> <li>Hamilton: SWD: 157.0 points below (Red)</li> <li>Simas: SWD: 116.3 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>the district has met all of the metrics (A, B, C) under [State] Priority 2.</p> <p>The services provided to low-income and EL students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Fully staffed school libraries are open each school day. Libraries are an important component of a Broad Educational Program.</p> <p>Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.</p> <p>We expect this action to lead to an increase in low-income and EL student learning as it's focused on addressing their identified needs. Our percent proficient target for low-income and ELs on the 2026 ELA CAASPP assessment is 50.00% (low-income) and 30.00% (ELs). Over the last three years, our low-income and EL population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 for low-income and from 15.22% in 2021 to 20.41% in 2023 for EL</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>students showing HESD is on track to meet our expectations in ELA. Our percent proficient target for low-income and ELs on the 2026 Math CAASPP assessment is 39.00% (low-income) and 22.00% (ELs). Over the last three years, our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 from 8.95% in 2021 to 12.50% in 2023 for EL students. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	
1.3	<p><b>Action:</b> Technology</p> <p><b>Need:</b> Through home visits and parent engagement, there is a disparity among low-income and EL students with technology in the home compared to their peers which creates a gap in learning at home and is carried over into the classroom. Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math. District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> </ul>	<p>To address these needs, students in grades TK-8 have access to laptop computers and standards-aligned digital content.</p> <p>In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income and EL pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services under Action 1.3 have been developed. The services provided under Action 1.3 are based on these considerations and have been designed to support low-income and EL pupils by providing them with material support that allows them to access the standards-aligned instruction in a way that is equitable to all students. Unduplicated Pupils have needs for instructional support that go well beyond what all students need. Pupils from low-income and EL families may not have access to the technology that is essential for success in K-12, college, and in today's workplaces. Providing low-income and EL students with increased access to technological resources including internet-</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our low-income and EL student groups in comparison to all students. (See Metrics 1.1 and 1.2 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the technology and instruction within HESD's broad educational program. (See Metrics 1.4 above)</p>



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	<ul style="list-style-type: none"> <li>Low-Income students scored 57.6 points below standard</li> <li>English Learner (EL) students scored 65.9 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: SWD: 115.7 points below (Red)</li> <li>Monroe: SWD: 100 points below (Red)</li> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> <li>Hamilton: SWD: 157.0 points below (Red)</li> <li>Simas: SWD: 116.3 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> </ul>	<p>connected iPads and laptops along with digital content helps to decrease the barrier to academic achievement and to a broad educational program that exists for low-income and EL students. Access to technology is an integral component of a Broad Course of Study. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.</p> <p>The services provided to low-income students under Action 1.3 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided the district with consistent input that says a broad education includes access to modern technology. The services in Action 1.3 have provided each low-income and EL student in grades 3-8 with a laptop computer. Students in grades K-2 are provided with iPads. Low-income and EL students have access to a suite of standards-aligned digital content. Access to technology, both computers and digital content are an integral component of a broad educational program. The district's Local Indicators on the California School Dashboard show that students are receiving a "Broad Course of Study." A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the</p>	

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	<p><b>Scope:</b> LEA-wide</p>	<p>district has met all of the metrics (A, B, C) under [State] Priority 2.</p> <p>Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.)</p> <p>We expect this action to lead to an increase in low-income and EL student learning as it's focused on addressing their identified needs. Our percent proficient target for low-income and ELs on the 2026 ELA CAASPP assessment is 50.00% (low-income) and 30.00% (ELs). Over the last three years, our low-income and EL population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 for low-income and from 15.22% in 2021 to 20.41% in 2023 for EL students showing HESD is on track to meet our expectations in ELA. Our percent proficient target for low-income and ELs on the 2026 Math CAASPP assessment is 39.00% (low-income) and 22.00% (ELs). Over the last three years, our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 from 8.95% in 2021 to 12.50% in 2023 for EL students. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	
1.4	<p><b>Action:</b> Study Trips</p> <p><b>Need:</b></p>	<p>To address these needs, students in grades TK-8 have access to study trips that are aligned with content standards and broaden their educational exposure.</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our low-income and EL</p>

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	<p>Through home visits and parent engagement, there is a disparity between low-income and EL students and their peers in opportunities for educational exposure and experiences outside of the local town, which creates a gap in learning that carries over into the classroom. Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> </ul>	<p>In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income and EL pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.4 have been developed. The services provided under Action 1.4 are based on these considerations and designed to support low-income and EL pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Pupils from low-income and EL families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low-income and EL families with travel to museums, zoos, and state and national parks, ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.</p>	<p>student groups in comparison to all students. (See Metrics 1.1 and 1.2 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the Study Trips and instruction within HESD's broad educational program. (See Metrics 1.4 above)</p>

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	<ul style="list-style-type: none"> <li>• Monroe: SWD: 100 points below (Red)</li> <li>• Simas: SWD: 82.7 points below (Red)</li> <li>• Kennedy: SWD: 132.4 points below (Red)</li> <li>• Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: EL: 97.4 points below (Red)</li> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul> <p>Parent Survey: Question: It is important for my child to attend academic study trips that are aligned with classroom instruction. 99% Agree/Strongly Agree</p> <p><b>Scope:</b> LEA-wide</p>	<p>The services provided to low-income and EL students under Action 1.4 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.4 have provided low-income and EL students with opportunities to experience these activities. All students are provided with the opportunity to attend an academic study trip that is aligned with the academic standards for their grade level.</p> <p>Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, and state and national parks. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.</p> <p>We expect this action to lead to an increase in low-income and EL student learning as it's focused on</p>	

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		addressing their identified needs. Our percent proficient target for low-income and ELs on the 2026 ELA CAASPP assessment is 50.00% (low-income) and 30.00% (ELs). Over the last three years, our low-income and EL population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 for low-income and from 15.22% in 2021 to 20.41% in 2023 for EL students showing HESD is on track to meet our expectations in ELA. Our percent proficient target for low-income and ELs on the 2026 Math CAASPP assessment is 39.00% (low-income) and 22.00% (ELs). Over the last three years, our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 from 8.95% in 2021 to 12.50% in 2023 for EL students. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.	
<b>1.5</b>	<p><b>Action:</b> Art, Music, PE</p> <p><b>Need:</b> Through home visits and parent engagement, there is a disparity between low-income and EL students in the Arts, Music, and Physical education opportunities compared to their peers. This creates a gap in learning that carries over into the classroom. Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math. District: In ELA, on the 2023 CA Dashboard</p>	<p>To address these needs, students in grades TK-8 have access to the Arts, Music, and Physical Education that are aligned with content standards and broaden their educational exposure.</p> <p>In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income and EL students have needs for enrichment activities that go beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.5 have been developed. Pupils from low-income and EL families may lack the resources to experience activities and courses of study that have been shown to increase content knowledge, interest in academics, and</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our low-income and EL student groups in comparison to all students. (See Metrics 1.1 and 1.2 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the Art, Music, and Physical Education programs within</p>

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	<ul style="list-style-type: none"> <li>All Students scored 16.4 points below standard</li> <li>Low-Income students scored 28.2 points below standard</li> <li>English Learner (EL) students scored 36.5 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>All Students scored 45.8 points below standard</li> <li>Low-Income students scored 57.6 points below standard</li> <li>English Learner (EL) students scored 65.9 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: SWD: 115.7 points below (Red)</li> <li>Monroe: SWD: 100 points below (Red)</li> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> </ul>	<p>engagement in school. The actions and services under 1.5 are based on these considerations and designed to support these students by providing them with art, music, physical education, and athletics--a broad educational program. The State of California has designated a Broad Educational Program as one of its Eight Priorities.</p> <p>The services provided to low-income and EL students under Action 1.5 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and exhibits, to participate in concerts and sporting events, and to have access to modern technology. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to low-income and EL students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that low-income and EL students are receiving instruction and instructional materials that are aligned with California's academic content standards.</p> <p>Students in elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every</p>	<p>HESD's broad educational program. (See Metrics 1.3 above)</p>



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	<ul style="list-style-type: none"> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul> <p>Parent Survey: Question: It is important for my child to attend academic study trips that are aligned with classroom instruction. 99% Agree/Strongly Agree</p> <p><b>Scope:</b> LEA-wide</p>	<p>10 days. Students at the junior high schools had opportunities to select additional athletic electives and to participate in after-school sports. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports. All elementary school students received art instruction. Approximately 466 elementary students in grades 5 and 6 elected to participate in band. All 4th grade students received music instruction. Students self-select elective classes at the junior high schools and choose from a variety of classes that included art, music, and athletics. Approximately 244 students chose art instruction and 312 students chose music instruction at the two junior high schools.</p> <p>Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of “Met” on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of “Met” on the California School Dashboard Local Indicator for Access to a Broad Course of Study.</p> <p>Students received instruction in art, music, and physical education, and participated in these subjects as evidenced by the numbers of students</p>	

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		<p>in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools:</p> <p>Art: All Students received art Instruction.</p> <p>Music: 5th and 6th grade students self-select participation in band:</p> <p>5th Grade: 270</p> <p>6th Grade: 196</p> <p>(Total 466)</p> <p>All students in 4th grade received music instruction. (The schools with the highest #s of low-income students were prioritized) (655 students)</p> <p>Junior High</p> <p>244 students chose art.</p> <p>312 students chose music.</p> <p>Based on student survey results, students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results below:</p> <p>Parent Survey</p> <p>Question: In addition to ELA and Math, it is important for my child to have instruction in science, history, art, music, and physical education. 99% Agree/Strongly Agree</p> <p>Student Survey</p> <p>Physical Education</p> <p>Physical education activities enrich (improve) my experience at school: 73.37%</p> <p>Participating in physical education motivates me to come to school every day: 48.76% Agree/Strongly Agree</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Music</p> <p>Participating in music enriches (improves) my experience at school: 80.83% Agree/Strongly Agree</p> <p>Participating in music motivates me to come to school every day: 70.43% Agree/Strongly Agree</p> <p>Learning about music will help me in the future: 78.1% Agree/Strongly Agree</p> <p>Art</p> <p>Participating in art enriches (improves) my experience at school: 65.91% Agree/Strongly Agree</p> <p>Participating in art motivates me to come to school every day: 59.83% Agree/Strongly Agree</p> <p>Learning about art will help me in the future: 60.27% Agree/Strongly Agree</p> <p>We expect this action to lead to an increase in low-income student exposure to the performing arts to address their identified needs. In our elementary schools, we expect all Students will receive art Instruction. We expect at least 200 of 5th grade and 175 of 6th grade students will self-select participation in band. At the junior high schools we expect 200 students will choose art and 200 students will choose music. For the student survey, we expect the percentages of:</p> <ul style="list-style-type: none"> <li>* 80% to Agree/Strongly Agree with: Physical education activities enrich (improve) my experience at school</li> <li>* 75% to Agree/Strongly Agree with: Participating in physical education motivates me to come to school every day</li> <li>* 90% to Agree/Strongly Agree with: Participating in music enriches (improves) my experience at school</li> <li>* 80% to Agree/Strongly Agree with:</li> </ul>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Participating in music motivates me to come to school every day]</p> <p>* 80% to Agree/Strongly Agree with: Learning about music will help me in the future</p> <p>* 80% to Agree/Strongly Agree with: Participating in art enriches (improves) my experience at school</p> <p>* 75% to Agree/Strongly Agree with: Participating in art motivates me to come to school every day</p> <p>* 75% to Agree/Strongly Agree with: Learning about art will help me in the future</p> <p>To maximize the impact of this action in improving student exposure throughout the district, this action is being provided on an LEA-wide basis.</p>	
1.6	<p><b>Action:</b> After School Program</p> <p><b>Need:</b> Through Advisory Committees, parents and students have expressed the need for after-school enrichment programs, especially for our low-income and EL population who may not have the resources themselves to participate in community events. This shows there is a disparity between low-income and EL students in the after-school enrichment opportunities compared to their peers. This creates a gap in learning that carries over into the classroom. Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math. District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>All Students scored 16.4 points below standard</li> </ul>	<p>To address these needs, the district will provide support to the junior high school (elementary sites have afterschool enrichment funded through ELOP) sites for afterschool enrichment that support the programs and services in the LCAP.</p> <p>In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income and EL students have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.6 have been developed. The services provided under Action 1.6 are based on these considerations and are designed to support low-income and EL pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Students from low-income and EL families may lack the resources to provide their children with after-school enrichment, including support and homework help in reading,</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our low-income and EL student groups in comparison to all students. (See Metrics 1.1 and 1.2 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the After-School Programs within HESD's broad educational program. (See Metrics 1.4 above)</p>

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	<ul style="list-style-type: none"> <li>Low-Income students scored 28.2 points below standard</li> <li>English Learner (EL) students scored 36.5 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>All Students scored 45.8 points below standard</li> <li>Low-Income students scored 57.6 points below standard</li> <li>English Learner (EL) students scored 65.9 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: SWD: 115.7 points below (Red)</li> <li>Monroe: SWD: 100 points below (Red)</li> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> <li>Hamilton: SWD: 157.0 points below (Red)</li> </ul>	<p>math, science, and history. Students from low-income EL families may lack the resources to provide after-school enrichment including art, music, and physical education for their students. Parents in low-income and EL families may lack the resources to provide safe, supervised after-school childcare each evening. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.</p> <p>The services provided to low-income and EL students under Action 1.6 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Moreover, the State of California has designated a Broad Educational Program as one of its Eight Priorities. The services in Action 1.6 are providing low-income and EL students with a broad educational program that continues after the end of the regular school day containing these components.</p>	

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	<ul style="list-style-type: none"> <li>Simas: SWD: 116.3 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> Schoolwide</p>	<p>Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: “In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education.” The district received a score of “Met” on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of “Met” on the California School Dashboard Local Indicator for Access to a Broad Course of Study.</p> <p>We expect this action to lead to an increase in low-income and EL student learning as it’s focused on addressing their identified needs through after-school tutoring and enrichment.</p> <p>In ELA, on the 2023 CA Dashboard, “All Students” scored 16.4 points below standard, “Low-Income students” scored 28.2 points below standard, and “EL students” scored 36.5 points below standard. Our percent proficient target for low-income and EL on the ELA CAASPP assessment in 2026 is 50% and 30% respectively. Over the last three years, our low-income population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 and our EL population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to meet our expectations in ELA.</p>	96

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		<p>In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, and “EL students” scored 65.9 points below standard. Our percent proficient target for low-income and EL on the Math CAASPP assessment in 2026 is 39% and 22% respectively. Over the last three years, our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 and our EL population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis. To maximize the impact of this action in improving student exposure throughout the district, this action is being provided on a schoolwide basis.</p>	
2.1	<p><b>Action:</b> Eliminate Combination Classes/Reduce Class Sizes</p> <p><b>Need:</b> The State of California has determined that schools serving over 55% enrollment of low-income, English learners, and/or students in foster care need additional certificated and classified staff to provide direct services to students, compared to schools with a lower enrollment of these target student groups. Based on the 2022-2023 CAASPP scores, unduplicated students show a greater disparity in student learning when compared to their</p>	<p>To address these needs and to reduce equity gaps and support staffing structures that are responsive to academic needs at our highest-need schools, the district will focus on classroom staffing levels that will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class sizes.</p> <p>In order to access standards-aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard (2023) indicate that Unduplicated students performed below “All Students” in both ELA and Math. Combination</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our Unduplicated student groups in comparison to all students. We will also monitor the English Learner Progress on the CA Dashboard and the Summative ELPAC. (See Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8 above)</p>

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	<p>peers as measured on statewide assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> <li>• Foster students scored 19.9 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> <li>• Foster students scored 73.0 points below standard</li> </ul> <p>Groups Identified for Required Actions:</p> <p>District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> <li>• Monroe: SWD: 100 points below (Red)</li> <li>• Simas: SWD: 82.7 points below (Red)</li> <li>• Kennedy: SWD: 132.4 points below (Red)</li> </ul>	<p>classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. Therefore, the needs of these (Unduplicated) students are considered first as services provided under Action 2.1 have been developed. The services under Action 2.1 are based on these considerations and are designed to support Unduplicated Pupils by providing them with increased support in the form of teachers' time and effort. Action 2.1 is designed to support our low-income, EL, and foster youth students, improving and/or increasing the services they receive in the following ways: Providing these Unduplicated Pupils with a single-grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to struggling students, who are mostly unduplicated students, (an increased service) and are able to focus their planning and delivery of lessons on a single grade level (an improved service).</p> <p>The services provided to students under Action 2.1 are effective in leading to the achievement of Goal 2, that all students will make progress toward proficiency on the state-adopted standards and that English learners will make progress learning the English language.</p> <p>In ELA, on the 2023 CA Dashboard, "All Students" scored 16.4 points below standard, "Low-Income students" scored 28.2 points below standard, "English Learners" scored 36.5 points below standard, and "Foster students" scored 19.9 points</p>	



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	<ul style="list-style-type: none"> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> <li>Hamilton: SWD: 157.0 points below (Red)</li> <li>Simas: SWD: 116.3 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>below standard. In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, “English Learners” scored 65.9 points below standard, and “Foster students” scored 73.0 points below standard.</p> <p>Test scores for students from these unduplicated groups were in the "Yellow" or "Orange" range in ELA and Math on the CA Dashboard (2023) and showed an “Increased” or “Maintained” compared to the previous year.</p> <p>62.8% (2023 California School Dashboard) of English learners made progress on the state assessment for English Learners Progress Indicator, 23.77% (CDE Dataquest) of English learners scored at the "Proficient" level on the 2022-2023 Summative ELPAC.</p> <p>Based on our most recent 2023 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 2.1 continue to be effective in making progress toward meeting Goal #2</p>	
2.2	<p><b>Action:</b> Summer Program</p> <p><b>Need:</b> Through Advisory Committees, parents and students have expressed the need for summer enrichment programs, especially for our low-income, English Learner, and/or Foster youth population who may not have the resources</p>	<p>To address these needs, the district will provide support to the junior high school (elementary sites have summer enrichment funded through ELOP) sites for summer enrichment that support the programs and services in the LCAP.</p> <p>In order to access standards-aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our Unduplicated student groups in comparison to all students. (See Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8 above)</p>

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	<p>themselves to participate in community events. This shows there is a disparity between our unduplicated population's summer enrichment opportunities compared to their peers. This creates a gap in learning that carries over into the classroom. Based on the 2022-2023 CAASPP scores, low-income and EL students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> <li>• Foster students scored 19.9 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> <li>• Foster students scored 73.0 points below standard</li> </ul> <p>Groups Identified for Required Actions:</p> <p>District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul>	<p>beyond what all students need. Data from the California School Dashboard (2023) and CDE Dataquest (2023) indicate that low-income students, English learners, and foster youth (at the district's two junior high schools) performed below "All Students" in both ELA and Math. The needs of these students are considered first as services provided under Action 2.2 have been developed. The services provided under Action 2.2 are based on these considerations and are designed to support Unduplicated Pupils by providing additional instructional time that includes both academic instruction and enrichment activities during the summer when school is not normally in session. Providing additional hours/days of instruction to these students is an increase in services.</p> <p>Action 2.2 is intended to help achieve an increase in academic achievement in ELA and math for students in grades 7 and 8. Evidence-based research indicates that providing increased instructional time that is adapted to students' individual (or small group needs) and that includes engaging learning experiences can lead to increased academic achievement See: What Works Clearinghouse: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/10">https://ies.ed.gov/ncee/wwc/PracticeGuide/10</a></p> <p>We expect this action to lead to an increase in low-income, foster, and English Learner student learning as it's focused on addressing their identified needs.</p> <p>In ELA, on the 2023 CA Dashboard, "All Students" scored 16.4 points below standard, "Low-Income students" scored 28.2 points below standard, and "EL students" scored 36.5 points below standard.</p>	<p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the Summer Programs within HESD's broad educational program.</p>



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	<p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> <li>• Monroe: SWD: 100 points below (Red)</li> <li>• Simas: SWD: 82.7 points below (Red)</li> <li>• Kennedy: SWD: 132.4 points below (Red)</li> <li>• Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: EL: 97.4 points below (Red)</li> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> Schoolwide</p>	<p>Our percent proficient target for low-income and EL on the ELA CAASPP assessment in 2026 is 50% and 30% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 and our EL population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to meet our expectations in ELA. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, and “EL students” scored 65.9 points below standard. Our percent proficient target for low-income and EL on the Math CAASPP assessment in 2026 is 39% and 22% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 and our EL population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	
2.3	<p><b>Action:</b> Supplemental Instructional Materials</p> <p><b>Need:</b></p>	<p>To address these needs, we will provide support with supplies, materials, books, and technology that support the programs and services in the LCAP.</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our Unduplicated student</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on the 2023 CAASPP scores, Unduplicated student groups show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> <li>• Foster students scored 19.9 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> <li>• Foster students scored 73.0 points below standard</li> </ul> <p>Groups Identified for Required Actions:</p> <p>District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> <li>• Monroe: SWD: 100 points below (Red)</li> </ul>	<p>In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have a need for instructional supports that go well beyond what all students need. Low-income students and English learners performed below "All Students" in both ELA and Math. Per CDE Dataquest for the 2022-2023 school year, "All Students" scored 44.77% Proficient in ELA and 33.66% Proficient in Math. EL students scored 20.41% Proficient in ELA and 12.51% Proficient in Math. Low-Income students scored 40.46% Proficient in ELA and 29.12% Proficient in Math. Therefore, the needs of these students are considered first as services provided under Action 2.3 have been developed. The services provided under Action 2.3 are based on these considerations and designed to support Unduplicated Pupils improving and/or increasing services they receive in the following ways: Up-to-date/upgraded instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students (who are mostly Unduplicated Pupils). Up-to-date instructional materials also provide specialized lessons, materials, technology components and other supports specifically designed to ensure that students who are English learners can understand, learn, and master the state adopted content standards, even though they may not yet be proficient in the English language.</p> <p>The services under Action 2.3 provide low-income students, English learners and foster youth with up-to-date/upgraded instructional materials that contain these specialized supports and are thereby effective in increasing the quantity of</p>	<p>groups in comparison to all students. (See Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8 above)</p> <p>See Reflections: Technical Assistance section for details of the work underway for Students with Disabilities (SWD) subgroup.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• Simas: SWD: 82.7 points below (Red)</li> <li>• Kennedy: SWD: 132.4 points below (Red)</li> <li>• Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: EL: 97.4 points below (Red)</li> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>resources available to them. Classroom teachers' use of these upgraded materials in their instruction qualitatively improves the instruction Unduplicated Pupils receive. The services provided to low-income students, English learners, and foster youth under Action 2.3 are effective in meeting the Expected Outcome for Goal 2, that says "All students have State Board of Education approved, Common Core standards-aligned instructional materials." The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 27, 2023, confirms that students have access to standards-aligned instructional materials. Test scores for students from low-income families and English learners increased from the prior year. 62.8% of English learners made progress on the state assessment for English Learners Progress Indicator (2023 California School Dashboard) 23.77% of English learners scored at the "Proficient" level on the 2022-2023 Summative ELPAC.</p> <p>Based on our most recent 2023 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 2.3 continue to be effective in making progress toward meeting Goal #2.</p> <p>We expect this action to lead to an increase in low-income, foster, and English Learner student learning as it's focused on addressing their identified needs.</p> <p>In ELA, on the 2023 CA Dashboard, "All Students" scored 16.4 points below standard, "Low-Income students" scored 28.2 points below standard, and</p>	

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		<p>“EL students” scored 36.5 points below standard. Our percent proficient target for low-income and EL on the ELA CAASPP assessment in 2026 is 50% and 30% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 and our EL population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to meet our expectations in ELA. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, and “EL students” scored 65.9 points below standard. Our percent proficient target for low-income and EL on the Math CAASPP assessment in 2026 is 39% and 22% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 and our EL population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on a school-wide basis.</p>	
3.1	<b>Action:</b> Teacher Professional Development	To address these needs, the district will provide teachers with support from leadership, training,	We will monitor progress on the ELA and Math CAASPP assessments for

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	<p><b>Need:</b> Based on the 2022-2023 CAASPP scores, students from low-income families, English learners, and Foster youth have needs for well-trained teachers that go beyond the needs of students who are more affluent based on the 2023 CA Dashboard</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> <li>• Foster students scored 19.9 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> <li>• Foster students scored 73.0 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>• Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: SWD: 115.7 points below (Red)</li> </ul>	<p>and professional development that support the programs and services in the LCAP.</p> <p>Students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from CDE Dataquest (2023) Low-income students and English learners performed below "All Students" in both ELA and Math. Per CDE Dataquest for the 2022-2023 school year, "All Students" scored 44.77% Proficient in ELA and 33.66% Proficient in Math. EL students scored 20.41% Proficient in ELA and 12.51% Proficient in Math. Low-Income students scored 40.46% Proficient in ELA and 29.12% Proficient in Math. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which they are responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Therefore, the needs of these students are considered first as services provided under Action 3.1 have been developed. Action 3.1 is based on these considerations and designed to support our low-income students and students who are English learners improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and</p>	<p>our Unduplicated student groups in comparison to all students. (See Metrics 3.2, 3.3, 3.4, and 3.5 above)</p> <p>We will also seek feedback from staff on professional development programs within HESD's broad educational program.</p>

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	<ul style="list-style-type: none"> <li>Monroe: SWD: 100 points below (Red)</li> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> <li>Hamilton: SWD: 157.0 points below (Red)</li> <li>Simas: SWD: 116.3 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).</p> <p>The services provided for low-income students under Action 3.1 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” The training teachers receive, supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families and English learners increased from the prior year. 62.8% of English learners made progress on the state assessment for English Learners Progress Indicator (2023 California School Dashboard) 23.77% of English learners scored at the "Proficient" level on the 2022-2023 Summative ELPAC.</p> <p>Based on our most recent 2023 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.1 continue to be effective in making progress toward meeting Goal #3</p> <p>We expect this action to lead to an increase in low-income, foster, and English Learner student learning as it's focused on addressing their identified needs.</p>	



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		<p>In ELA, on the 2023 CA Dashboard, “All Students” scored 16.4 points below standard, “Low-Income students” scored 28.2 points below standard, and “EL students” scored 36.5 points below standard. Our percent proficient target for low-income and EL on the ELA CAASPP assessment in 2026 is 50% and 30% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 and our EL population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to meet our expectations in ELA. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, and “EL students” scored 65.9 points below standard. Our percent proficient target for low-income and EL on the Math CAASPP assessment in 2026 is 39% and 22% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 and our EL population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on a school-wide basis.</p>	

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3.2	<p><b>Action:</b> Teacher Collaboration Time</p> <p><b>Need:</b> Based on the 2022-2023 CAASPP scores, students from low-income families, English learners, and Foster youth there is a need to provide collaboration time to identify struggling students (by analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students).</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• Low-Income students scored 28.2 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> <li>• Foster students scored 19.9 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• Low-Income students scored 57.6 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> <li>• Foster students scored 73.0 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> </ul>	<p>To address these needs, the district will provide teachers with support from leadership, training, and professional development that supports the programs and services in the LCAP.</p> <p>Students who are from low-income families, who are English learners, and who are foster youth have needs for individualized (differentiated) instruction that goes beyond the needs of students who are more affluent, are proficient in English, and live with their families. Therefore, the needs of these students are considered first as services provided under Action 3.2 have been developed. The actions and services under 3.2 are based on these considerations and designed to support these students by providing teachers with collaboration time to identify struggling students (by analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students). These efforts provide unduplicated students with a qualitatively better (improved) education. Per CDE Dataquest for the 2022-2023 school year, "All Students" scored 44.77% Proficient in ELA and 33.66% Proficient in Math. EL students scored 20.41% Proficient in ELA and 12.51% Proficient in Math. Low-Income students scored 40.46% Proficient in ELA and 29.12% Proficient in Math.</p> <p>The services provided for low-income students under Action 3.2 are effective in meeting Goal 3 that "The district will support teachers and staff with professional development, training, and collaboration time." The collaboration time teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our Unduplicated student groups in comparison to all students. (See Metrics 3.2, 3.3, 3.4, and 3.5 above</p> <p>We will also seek feedback from staff regarding collaboration time and the specialized/targeted instruction for these students (who are mostly unduplicated students).</p>



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	<ul style="list-style-type: none"> <li>Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: SWD: 115.7 points below (Red)</li> <li>Monroe: SWD: 100 points below (Red)</li> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> <li>Hamilton: SWD: 157.0 points below (Red)</li> <li>Simas: SWD: 116.3 points below (Red)</li> <li>Kennedy: SWD: 174.9 points below (Red)</li> <li>Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 62.8% of English learners made progress on the state assessment for English Learners Progress Indicator (2023 California School Dashboard) 23.77% of English learners scored at the "Proficient" level on the 2022-2023 Summative ELPAC.</p> <p>Based on our most recent 2023 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.2 continue to be effective in making progress toward meeting Goal #3.</p> <p>We expect this action to lead to an increase in low-income, foster, and English Learner student learning as it's focused on addressing their identified needs.</p> <p>In ELA, on the 2023 CA Dashboard, "All Students" scored 16.4 points below standard, "Low-Income students" scored 28.2 points below standard, and "EL students" scored 36.5 points below standard. Our percent proficient target for low-income and EL on the ELA CAASPP assessment in 2026 is 50% and 30% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 and our EL population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to meet our expectations in ELA. Our foster population is not significant enough to show on CDE Dataquest.</p>	

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		<p>In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, and “EL students” scored 65.9 points below standard. Our percent proficient target for low-income and EL on the Math CAASPP assessment in 2026 is 39% and 22% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 and our EL population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on a school-wide basis.</p>	
3.3	<p><b>Action:</b> New Teacher Induction</p> <p><b>Need:</b> Based on the 2022-2023 CAASPP scores, students from low-income families, English learners, and Foster youth there is a need to provide new teachers with support through their first two years in the profession to develop deep knowledge of the content areas and to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). District: In ELA, on the 2023 CA Dashboard</p>	<p>To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.</p> <p>Students who are from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from the California School Dashboard (2023) indicate that low-income students, English Learners, and Foster students performed below “All Students” in both ELA and Math. A new teacher who is exceptionally well</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our Unduplicated student groups in comparison to all students. We will also seek feedback from new teachers and administration regarding the induction program. (See Metrics 3.1, 3.2, 3.3, 3.4, and 3.5 above</p>

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	<ul style="list-style-type: none"> <li>All Students scored 16.4 points below standard</li> <li>Low-Income students scored 28.2 points below standard</li> <li>English Learner (EL) students scored 36.5 points below standard</li> <li>Foster students scored 19.9 points below standard</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>All Students scored 45.8 points below standard</li> <li>Low-Income students scored 57.6 points below standard</li> <li>English Learner (EL) students scored 65.9 points below standard</li> <li>Foster students scored 73.0 points below standard</li> </ul> <p>Groups Identified for Required Actions: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>ELA: Students with Disabilities (SWD): 104.1 point below (Red)</li> <li>Math: Students with Disabilities (SWD): 126.5 point below (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: SWD: 115.7 points below (Red)</li> <li>Monroe: SWD: 100 points below (Red)</li> <li>Simas: SWD: 82.7 points below (Red)</li> <li>Kennedy: SWD: 132.4 points below (Red)</li> <li>Woodrow: SWD: 124.9 points below (Red)</li> </ul>	<p>trained and is supported through their first two years in the profession develops a deep knowledge of the content areas for which they are responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained/supported new teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained/supported new teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Action 3.3 is based on these considerations and principally directed to our low-income students and students who are English learners, improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language support to English learners in all content areas, and in providing designated English language development instruction for EL students ensure that these students receive instruction targeted to their specific needs (a qualitative improvement).</p> <p>The services provided for low-income students under Action 3.3 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” New teachers in the Induction Program receive additional training beyond what all teachers receive. New teachers in the Induction Program receive support from a full-time mentor teacher. The training and support that new teachers receive supports them in their efforts to</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: EL: 97.4 points below (Red)</li> <li>• Hamilton: SWD: 157.0 points below (Red)</li> <li>• Simas: SWD: 116.3 points below (Red)</li> <li>• Kennedy: SWD: 174.9 points below (Red)</li> <li>• Woodrow: SWD: 144 points below (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 62.8% of English learners made progress on the state assessment for English Learners Progress Indicator (2023 California School Dashboard) 23.77% of English learners scored at the "Proficient" level on the 2022-2023 Summative ELPAC.</p> <p>Based on our most recent 2023 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.3 continue to be effective in making progress toward meeting Goal #3.</p> <p>We expect this action to lead to an increase in low-income, foster, and English Learner student learning as it's focused on addressing their identified needs.</p> <p>In ELA, on the 2023 CA Dashboard, "All Students" scored 16.4 points below standard, "Low-Income students" scored 28.2 points below standard, and "EL students" scored 36.5 points below standard. Our percent proficient target for low-income and EL on the ELA CAASPP assessment in 2026 is 50% and 30% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in ELA from 33.45% in 2021 to 40.46% in 2023 and our EL population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to meet our</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>expectations in ELA. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>In Math, on the 2023 CA Dashboard, “All Students” scored 45.8 points below standard, “Low-Income students” scored 57.6 points below standard, and “EL students” scored 65.9 points below standard. Our percent proficient target for low-income and EL on the Math CAASPP assessment in 2026 is 39% and 22% respectively. Over the last three years (per CDE Dataquest), our low-income population has raised their proficiency percentage in Math from 20.84% in 2021 to 29.12% in 2023 and our EL population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math. Our foster population is not significant enough to show on CDE Dataquest.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on a school-wide basis.</p>	
4.1	<p><b>Action:</b> Coordination of Student Support</p> <p><b>Need:</b> Based on the 2022-2023 CA Dashboard data for Chronic Absenteeism, Low-Income students show a greater disparity in areas beyond academics when compared to their peers. For suspension rate, Low-Income, and Foster youth students show a greater disparity in areas beyond academics when compared to their peers.</p>	<p>To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.</p> <p>Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low-income students and foster youth are higher than for all students. The data also indicates that low-income students have</p>	<p>We will monitor progress on Chronically Absent students and Suspension rates, both locally and from the CA Dashboard our Unduplicated student groups in comparison to all students. (See Metrics 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6 above)</p> <p>See Reflections: Technical Assistance section for</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>District 2023 CA Dashboard Chronic Absenteeism rate shows</p> <ul style="list-style-type: none"> <li>All Students had a rate of 22.1% chronically absent</li> <li>Low-income students had a rate of 24.3% chronically absent</li> <li>English Learners had a rate of 18.1% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 6.2%)</li> <li>Foster Youth Students had a rate of 17.6% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 11.6%)</li> </ul> <p>District 2023 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> <li>All Students had a suspension rate of 5.4%</li> <li>Low-income students had a suspension rate of 6.1%</li> <li>English Learners had a suspension rate of 4.6% (even though this rate is below All Students, it is still substantially higher than pre-covid rate of only 1.4%)</li> <li>Foster Youth Students had a suspension rate of 8.2%</li> </ul> <p>Groups Identified for Required Actions: District: For Chronic Absenteeism &amp; Suspension rate on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: None</li> <li>Suspension Rate:</li> <li>African American students: 11.6% suspension rate (RED)</li> </ul>	<p>a higher rate of chronic absenteeism "All Students". For 20232, "All Students" had a chronic absenteeism rate of 22.1% and a suspension rate of 5.4% whereas Low-income students had a chronic absenteeism rate of 24.3% and a suspension rate of 6.1% and Foster youth had a suspension rate of 8.2%. Pupils from low-income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.1 have been developed. The services provided under Action 4.1 are based on these considerations and are designed to support Unduplicated Pupils by providing low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. Learning Directors; the Assistant Superintendent of Student Services, School Climate, Child Welfare and Attendance; and the School Social Worker coordinate these services, ensuring that Unduplicated Pupils in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)</p> <p>The services provided to students under Action 4.1 are effective in meeting Goal 4 "Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and</p>	<p>details of the work underway for Students with Disabilities (SWD) subgroup.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• Socio-Economically Disadvantaged students: 6.1% suspension rate (RED)</li> <li>• Students With Disabilities: 6.3% suspension rate (RED)</li> <li>• Foster Youths: 8.2% suspension rate (RED)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Kennedy: White: 36.8% chronically absent (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension rate on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: White: 6.9% suspension rate (Red)</li> <li>• Lincoln: AA: 7.1% suspension rate (Red)</li> <li>• Lincoln: SWD: 10.7% suspension rate (Red)</li> <li>• Roosevelt: White: 8.1% suspension rate (Red)</li> <li>• Kennedy: Overall: 17.6% suspension rate (Red)</li> <li>• Kennedy: EL: 18.5% suspension rate (Red)</li> <li>• Kennedy: SED: 18.4% suspension rate (Red)</li> <li>• Kennedy: Hispanic: 16.3% suspension rate (Red)</li> <li>• Woodrow: SED: 19.4% suspension rate (Red)</li> <li>• Woodrow: Hispanic: 17.3% suspension rate (Red)</li> </ul>	<p>lower numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students, and a Very High (Red) level for Low-Income students, and Foster Youth. Prior to COVID these rates were improving (see Annual Performance: Reflection section under Goal 4), showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Medium (Yellow) on the 2023 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating there is still a need to assist families with attendance strategies.</p> <p>The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. Since the COVID pandemic, there continues to be high rate of chronic absenteeism than pre-COVID and since COVID, the suspension rate has yet to return to pre-COVID level. The data measuring school climate, especially suspensions and absenteeism, have been significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate over the past 10 to 15 years where numbers were consistently improving. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism.</p> <p>We expect this action to lead to a decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs.</p>	

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	<p><b>Scope:</b> LEA-wide</p>	<p>Our 2026 suspension rate target on the CA Dashboard is 2.90% for both low-income and foster youths. Over the last few years (not looking at 2020-2021 when schools were closed for much of the year and students were on distance learning), our suspension rate for our low-income population increased from 2.90% in 2019 to 6.1% in 2023. For foster youth, the suspension rate decreased from 12.2% in 2019 to 8.2% in 2023. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions from 2013 through 2019 (see Annual Performance: Reflection section under Goal 4), showing a need to continue these actions. HESD chronic absenteeism rate target on the 2026 CA Dashboard is 5.9% for both low-income and foster youths. Over the last few years (not looking at 2021 when schools were closed for much of the year and students were on distance learning), our chronic absenteeism rate for our low-income population increased from 8.6% in 2019 to 24.3% in 2023 and also increased for our foster youth from 11.6% in 2019 to 17.6% in 2023. For 2021-2022, the COVID pandemic had a profound negative impact on chronic absenteeism rates. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in chronic absenteeism from 2013 through 2019 showing a need to continue these actions (see Annual Performance: Reflection section under Goal 4).</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	



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4.2	<p><b>Action:</b> Health Professionals (Physical/Mental/Social/Emotional)</p> <p><b>Need:</b> Based on the 2022-2023 CA Dashboard data for Chronic Absenteeism, Low-Income students show a greater disparity in areas beyond academics when compared to their peers. For suspension rate, Low-Income, and Foster youth students show a greater disparity in areas beyond academics when compared to their peers. District 2023 CA Dashboard Chronic Absenteeism rate shows</p> <ul style="list-style-type: none"> <li>All Students had a rate of 22.1% chronically absent</li> <li>Low-income students had a rate of 24.3% chronically absent</li> <li>English Learners had a rate of 18.1% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 6.2%)</li> <li>Foster Youth Students had a rate of 17.6% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 11.6%)</li> </ul> <p>District 2023 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> <li>All Students had a suspension rate of 5.4%</li> <li>Low-income students had a suspension rate of 6.1%</li> </ul>	<p>To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.</p> <p>Based on Parent and Student surveys, there is a need to continue with action 4.2 as seen by these results</p> <p>Parent Survey Questions and responses:</p> <ul style="list-style-type: none"> <li>Having a school nurse at each site is important: 100% Agree/Strong Agree</li> <li>Having a school counselor at each site is important: 99% Agree/Strongly Agree</li> </ul> <p>Student Survey Questions and responses:</p> <ul style="list-style-type: none"> <li>Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school: 65.42% Agree/Strongly Agree</li> <li>There is an adult that I can talk to if I have a problem at school: 78.89% Agree/Strongly Agree</li> <li>I have visited the school nurse this year: 72.17% Yes</li> <li>I have visited the school counselor this year: 36.04% Yes</li> </ul> <p>Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low-income students and foster youth are higher than for all students. The data also indicates that low-income students have a higher rate of chronic absenteeism "All Students". For 20232, "All Students" had a chronic</p>	<p>We will monitor progress on Chronically Absent students and Suspension rates, both locally and from the CA Dashboard our Unduplicated student groups in comparison to all students. (See Metrics 4.1, 4.2, 4.3, 4.4, and 4.5 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the Health Professionals. (See Metrics 4.6 above)</p> <p>See Reflections: Technical Assistance section for details of the work underway for Students with Disabilities (SWD) subgroup.</p>

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	<ul style="list-style-type: none"> <li>English Learners had a suspension rate of 4.6% (even though this rate is below All Students, it is still substantially higher than pre-covid rate of only 1.4%)</li> <li>Foster Youth Students had a suspension rate of 8.2%</li> </ul> <p>Groups Identified for Required Actions: District: For Chronic Absenteeism &amp; Suspension rate on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: None</li> <li>Suspension Rate:</li> <li>African American students: 11.6% suspension rate (RED)</li> <li>Socio-Economically Disadvantaged students: 6.1% suspension rate (RED)</li> <li>Students With Disabilities: 6.3% suspension rate (RED)</li> <li>Foster Youths: 8.2% suspension rate (RED)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Kennedy: White: 36.8% chronically absent (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension rate on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: White: 6.9% suspension rate (Red)</li> <li>Lincoln: AA: 7.1% suspension rate (Red)</li> <li>Lincoln: SWD: 10.7% suspension rate (Red)</li> </ul>	<p>absenteeism rate of 22.1% and a suspension rate of 5.4% whereas Low-income students had a chronic absenteeism rate of 24.3% and a suspension rate of 6.1% and Foster youth had a suspension rate of 8.2%. Pupils from low-income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.2 have been developed. The services provided under Action 4.2 are based on these considerations and are designed to support Unduplicated Pupils by providing low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. School nurses and school counselors deliver direct services to students to eliminate barriers to attendance and learning.</p> <p>The services provided to students under Action 4.2 are effective in meeting Goal 4 "Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students, and a Very High (Red) level for Low-Income students, and Foster Youth. Prior to COVID these rates were improving (see Annual Performance: Reflection section under Goal 4),</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• Roosevelt: White: 8.1% suspension rate (Red)</li> <li>• Kennedy: Overall: 17.6% suspension rate (Red)</li> <li>• Kennedy: EL: 18.5% suspension rate (Red)</li> <li>• Kennedy: SED: 18.4% suspension rate (Red)</li> <li>• Kennedy: Hispanic: 16.3% suspension rate (Red)</li> <li>• Woodrow: SED: 19.4% suspension rate (Red)</li> <li>• Woodrow: Hispanic: 17.3% suspension rate (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Medium (Yellow) on the 2023 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating there is still a need to assist families with attendance strategies.</p> <p>The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. Since the COVID pandemic, there continues to be high rate of chronic absenteeism than pre-COVID and since COVID, the suspension rate has yet to return to pre-COVID level. The data measuring school climate, especially suspensions and absenteeism, have been significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate over the past 10 to 15 years where numbers were consistently improving. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism.</p> <p>We expect this action to lead to a decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. Our 2026 suspension rate target on the CA Dashboard is 2.90% for both low-income and foster youths. Over the last few years (not looking at 2020-2021 when schools were closed for much of the year and students were on distance learning), our suspension rate for our low-income population increased from 2.90% in 2019 to 6.1%</p>	

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		<p>in 2023. For foster youth, the suspension rate decreased from 12.2% in 2019 to 8.2% in 2023. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions from 2013 through 2019 (see Annual Performance: Reflection section under Goal 4), showing a need to continue these actions. HESD chronic absenteeism rate target on the 2026 CA Dashboard is 5.9% for both low-income and foster youths. Over the last few years (not looking at 2021 when schools were closed for much of the year and students were on distance learning), our chronic absenteeism rate for our low-income population increased from 8.6% in 2019 to 24.3% in 2023 and also increased for our foster youth from 11.6% in 2019 to 17.6% in 2023. For 2021-2022, the COVID pandemic had a profound negative impact on chronic absenteeism rates. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in chronic absenteeism from 2013 through 2019 showing a need to continue these actions (see Annual Performance: Reflection section under Goal 4).</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	
4.3	<p><b>Action:</b> School Support Staff</p> <p><b>Need:</b></p>	To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.	We will monitor progress on Chronically Absent students and Suspension rates, both locally and from the CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on the 2022-2023 CA Dashboard data for Chronic Absenteeism, Low-Income students show a greater disparity in areas beyond academics when compared to their peers. For suspension rate, Low-Income, and Foster youth students show a greater disparity in areas beyond academics when compared to their peers.</p> <p>District 2023 CA Dashboard Chronic Absenteeism rate shows</p> <ul style="list-style-type: none"> <li>All Students had a rate of 22.1% chronically absent</li> <li>Low-income students had a rate of 24.3% chronically absent</li> <li>English Learners had a rate of 18.1% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 6.2%)</li> <li>Foster Youth Students had a rate of 17.6% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 11.6%)</li> </ul> <p>District 2023 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> <li>All Students had a suspension rate of 5.4%</li> <li>Low-income students had a suspension rate of 6.1%</li> <li>English Learners had a suspension rate of 4.6% (even though this rate is below All Students, it is still substantially higher than pre-covid rate of only 1.4%)</li> <li>Foster Youth Students had a suspension rate of 8.2%</li> </ul>	<p>Based on Parent and Student surveys, there is a need to continue with action 4.3 as seen by these results</p> <p>Parent Survey Questions and responses:</p> <ul style="list-style-type: none"> <li>The School Resource Officer helps keep my child's school safe: 97% Agree/Strongly Agree</li> <li>My child is safe at school: 94% Agree/Strongly Agree</li> </ul> <p>Student Survey Questions and responses:</p> <ul style="list-style-type: none"> <li>Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school: 65.42% Agree/Strongly Agree</li> <li>There is an adult that I can talk to if I have a problem at school: 78.89% Agree/Strongly Agree</li> <li>I feel safe at school: 74.06% Agree/Strongly Agree</li> <li>I know and have spoken with the resource officer at my school: 36.30% Yes</li> <li>The school resource officer has a good relationship with students at my school: 84.71% Agree/Strongly Agree</li> <li>The school resource officer is an adult that I can talk to if I have a problem at school: 67.14% Agree/Strongly Agree</li> <li>The school resource officer makes my school safer: 68.61% Agree/Strongly Agree</li> </ul> <p>Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low-income students and foster youth are higher than for all students. The</p>	<p>our Unduplicated student groups in comparison to all students. (See Metrics 4.1, 4.2, 4.3, 4.4, and 4.5 above)</p> <p>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the school's support staff. (See Metrics 4.6 above)</p> <p>See Reflections: Technical Assistance section for details of the work underway for Students with Disabilities (SWD) subgroup.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Groups Identified for Required Actions: District: For Chronic Absenteeism &amp; Suspension rate on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism: None</li> <li>• Suspension Rate:</li> <li>• African American students: 11.6% suspension rate (RED)</li> <li>• Socio-Economically Disadvantaged students: 6.1% suspension rate (RED)</li> <li>• Students With Disabilities: 6.3% suspension rate (RED)</li> <li>• Foster Youths: 8.2% suspension rate (RED)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Kennedy: White: 36.8% chronically absent (Red)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension rate on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• Hamilton: White: 6.9% suspension rate (Red)</li> <li>• Lincoln: AA: 7.1% suspension rate (Red)</li> <li>• Lincoln: SWD: 10.7% suspension rate (Red)</li> <li>• Roosevelt: White: 8.1% suspension rate (Red)</li> <li>• Kennedy: Overall: 17.6% suspension rate (Red)</li> <li>• Kennedy: EL: 18.5% suspension rate (Red)</li> <li>• Kennedy: SED: 18.4% suspension rate (Red)</li> </ul>	<p>data also indicates that low-income students have a higher rate of chronic absenteeism "All Students". For 20232, "All Students" had a chronic absenteeism rate of 22.1% and a suspension rate of 5.4% whereas Low-income students had a chronic absenteeism rate of 24.3% and a suspension rate of 6.1% and Foster youth had a suspension rate of 8.2%. Pupils from low-income families may lack the resources to access the types of social and emotional supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.3 have been developed. The services provided under Action 4.3 are based on these considerations and designed to support Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students. The services under Action 4.3 are designed to support our low-income students, and foster youth, by improving and/or increasing services they receive in the following ways: The services provided under Action 4.3 provide low-income students and foster youth with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance. Student specialists at the elementary schools and vice principals at the junior high schools work directly with unduplicated pupils, providing support for good behavior and citizenship as well as interventions when behavior incidents occur. The Community Day School provides additional intensive interventions for students with more serious behavior challenges. School resource officers provide an additional layer of safety and</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• Kennedy: Hispanic: 16.3% suspension rate (Red)</li> <li>• Woodrow: SED: 19.4% suspension rate (Red)</li> <li>• Woodrow: Hispanic: 17.3% suspension rate (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>support for students.</p> <p>Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.3 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students, and a Very High (Red) level for Low-Income students, and Foster Youth. Prior to COVID these rates were improving (see Annual Performance: Reflection section under Goal 4), showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Medium (Yellow) on the 2023 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating there is still a need to assist families with attendance strategies.</p> <p>The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. Since the COVID pandemic, there continues to be high rate of chronic absenteeism than pre-COVID and since COVID, the suspension rate has yet to return to pre-COVID level. The data measuring school climate, especially suspensions and absenteeism, have been significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate over the past 10 to 15 years where numbers were consistently improving. The district's programs and services for students under Goal #4, leading up to the pandemic, have been</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>effective and have led to significant and steady declines in suspensions and chronic absenteeism.</p> <p>We expect this action to lead to a decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. Our 2026 suspension rate target on the CA Dashboard is 2.90% for both low-income and foster youths. Over the last few years (not looking at 2020-2021 when schools were closed for much of the year and students were on distance learning), our suspension rate for our low-income population increased from 2.90% in 2019 to 6.1% in 2023. For foster youth, the suspension rate decreased from 12.2% in 2019 to 8.2% in 2023. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions from 2013 through 2019 (see Annual Performance: Reflection section under Goal 4), showing a need to continue these actions. HESD chronic absenteeism rate target on the 2026 CA Dashboard is 5.9% for both low-income and foster youths. Over the last few years (not looking at 2021 when schools were closed for much of the year and students were on distance learning), our chronic absenteeism rate for our low-income population increased from 8.6% in 2019 to 24.3% in 2023 and also increased for our foster youth from 11.6% in 2019 to 17.6% in 2023. For 2021-2022, the COVID pandemic had a profound negative impact on chronic absenteeism rates. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in chronic</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>absenteeism from 2013 through 2019 showing a need to continue these actions (see Annual Performance: Reflection section under Goal 4).</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	
4.4	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Based on the 2022-2023 CAASPP data, Low-Income, Foster youth, and English Learner students show a greater disparity in areas of their chronic Absenteeism rate compared to their peers. Even though English Learners and Foster Youth's chronic absenteeism rates were slightly better than "All Students", a chronic absenteeism rate of 18.1% and 17.6% still shows a great need. District 2023 CA Dashboard Chronic Absenteeism rate shows</p> <ul style="list-style-type: none"> <li>All Students had a rate of 22.1% chronically absent</li> <li>Low-income students had a rate of 24.3% chronically absent</li> <li>English Learners had a rate of 18.1% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 6.2%)</li> <li>Foster Youth Students had a rate of 17.6% chronically absent (even though this rate is below All Students, it is still substantially higher than pre-covid rate of 11.6%)</li> </ul>	<p>To address these needs, the district will provide unduplicated elementary students who live 3/4 mile or more from school and/or junior high unduplicated students who live one mile or more from school will be provided with transportation to and from school. Even though English Learners and Foster Youth's chronic absenteeism rates were slightly better than "All Students", a chronic absenteeism rate of 18.1% and 17.6% still shows a great need.</p> <p>Data from the CDE Dataquest indicate that low-income students have a higher rate of chronic absenteeism than all students. For 2023, "All Students" had a chronic absenteeism rate of 22.1% whereas Low-income students had a chronic absenteeism rate of 24.3%. Even though English Learners and Foster Youth's chronic absenteeism rates were slightly better than "All Students", a chronic absenteeism rate of 18.1% and 17.6% still shows a great need. Therefore, the needs of these students are considered first as services provided under Action 4.4 have been developed. The services under Action 4.4 are based on these considerations and are designed to support Unduplicated Pupils by providing transportation to and from school. This action serves to shorten the distance these pupils must walk, provides relief for families who may lack</p>	We will monitor progress on Chronically Absent students and Suspension rates, both locally and from the CA Dashboard our Unduplicated student groups in comparison to all students. (See Metrics 4.4 above)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Groups Identified for Required Actions: District: For Chronic Absenteeism on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism: None</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Kennedy: White: 36.8% chronically absent (Red)</li> <li>Kennedy: Hispanic: 16.3% suspension rate (Red)</li> <li>Woodrow: SED: 19.4% suspension rate (Red)</li> <li>Woodrow: Hispanic: 17.3% suspension rate (Red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>transportation, and provides safer routes to and from school (e.g. providing bus transportation to pupils who would otherwise cross a busy street).</p> <p>Effective in Meeting the District's Goals for Unduplicated Pupils The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says: "Students will attend a safe school." Action 4.4 provides low-income students with a safe route to and from school. Data from the 2023 California School Dashboard shows the district received a score of Medium (Yellow) for the Chronic Absenteeism Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating a great need to assist families with transportation needs.</p> <p>The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. Since the COVID pandemic, there continues to be high rate of chronic absenteeism than pre-COVID and since COVID, the suspension rate has yet to return to pre-COVID level. The data measuring school climate, especially suspensions and absenteeism, have been significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate over the past 10 to 15 years where numbers were consistently improving. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism.</p> <p>We expect this action to lead to a decrease in Low-income and Foster youth student chronic</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>absenteeism and suspension rates as this action is focused on addressing their identified needs. Our 2026 suspension rate target on the CA Dashboard is 2.90% for both low-income and foster youths. Over the last few years (not looking at 2020-2021 when schools were closed for much of the year and students were on distance learning), our suspension rate for our low-income population increased from 2.90% in 2019 to 6.1% in 2023. For foster youth, the suspension rate decreased from 12.2% in 2019 to 8.2% in 2023. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions from 2013 through 2019 (see Annual Performance: Reflection section under Goal 4), showing a need to continue these actions. HESD chronic absenteeism rate target on the 2026 CA Dashboard is 5.9% for both low-income and foster youths. Over the last few years (not looking at 2021 when schools were closed for much of the year and students were on distance learning), our chronic absenteeism rate for our low-income population increased from 8.6% in 2019 to 24.3% in 2023 and also increased for our foster youth from 11.6% in 2019 to 17.6% in 2023. For 2021-2022, the COVID pandemic had a profound negative impact on chronic absenteeism rates. Prior to the COVID years, the district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in chronic absenteeism from 2013 through 2019 showing a need to continue these actions (see Annual Performance: Reflection section under Goal 4).</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.	
5.2	<p><b>Action:</b> Parent Involvement Activities</p> <p><b>Need:</b> Based on Parent and Student surveys, there is a need to continue with action 5.2 as seen by these results Parent Survey Questions and responses:</p> <ul style="list-style-type: none"> <li>I have been given suggestions/ideas to use at home to help my child meet grade-level standards in English Language Arts and Math: 92% Agree/Strongly Agree</li> <li>There are adequate opportunities for me to become informed about the school's programs: 96% Agree/Strongly Agree</li> <li>I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, Parent Square communications, etc.): 98% Agree/Strongly Agree</li> <li>The Report to Parent (Report Card) helps me to understand what my child is expected to achieve in English Language Arts and Math: 98% Agree/Strongly Agree</li> <li>The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math</li> </ul>	<p>To address these needs, the district will continue to provide parents with a variety of informational, training/educational, and social activities based on the survey results above.</p> <p>Students who are from low-income families, who are English learners, and who are foster youth have academic needs that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. These needs extend to students' families as well. Parents of Unduplicated Pupils regularly request additional training and education in how to support their children both academically and socially. Data from the California School Dashboard (2023) indicate that low-income students, English learners, and Foster youth performed below "All Students" in both ELA and Math.</p> <p>* 8% of parents disagree/strongly disagree with the following statement on the 23-24 HESD Parent Survey: "I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math." (Thus indicating a need to provide more training support for parents/families).</p> <p>The services under Action 5.2 are based on these considerations and are designed to support Unduplicated Pupils by providing their families with specific, concrete actions and activities that they can do at home with their children to support the learning children are doing in school in English language arts and mathematics. The district</p>	<p>We will monitor progress on parent involvement activities across the district. We will also seek feedback from students, parents, and staff (Educational Partner groups) about the school's and district parent involvement activities. (See Metrics 5.1, 5.2, and 5.3 above)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Standards: 97% Agree/Strongly Agree</p> <ul style="list-style-type: none"> <li>When I have questions about my child's class work, I can ask for clarification and assistance from my child's school: 97% Agree/Strongly Agree</li> <li>I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations: 98% Agree/Strongly Agree</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>primarily serves students in grades TK-2 with these informational, training/educational, and social activities. Data from district local formative and summative assessments show that:</p> <p><b>** Unduplicated (EL and low-income) students whose families participated in these activities had greater gains in achievement than students whose families did not.</b></p> <p>*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Letters &amp; Sounds Assessment</p> <p>*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Sight Words Assessment</p> <p>*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Phonological Awareness Assessment</p> <p>*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Alphabetic Principle Assessment</p> <p><b>** Note:</b> The district uses many sources of data/information to measure students' progress/needs beyond the official metrics that are part of the LCAP. State test scores become available only after the school year has ended. Additionally, students in grades TK-2 do not participate in state testing. Therefore, internal measures of progress, called local formative and summative assessments that show students' areas of progress and need are used to "fine tune" the instructional program in real-time and guide school sites', grade levels', and teachers' planning. This data may also be used to make adjustments to the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>district's programs and services as areas of progress/need become apparent during the school year.</p> <p>We expect this action to lead to maintaining/improving unduplicated parent involvement and support as this action is focused on addressing their identified needs. To maximize the impact of this action in maintaining/improving parent involvement and support throughout the district, this action is being provided on an LEA-wide basis.</p>	

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>2.4</b>	<p><b>Action:</b> Supplemental Support for Designated and Integrated ELD for English Learners and Long-Term English Learners (LTELs)</p> <p><b>Need:</b> As a comprehensive approach to ELD, the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states: “English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.”</p>	<p>We expect this action to lead to an increase in English Learner student learning as it’s focused on addressing their identified needs. In ELA, on the 2023 CA Dashboard, “All Students” scored 16.4 points below standard, “English Learners” scored 36.5 points below standard. Our percent proficient target for English Learners on the 2024 ELA CAASPP assessment was set at 20.22%. Over the last three years, our English Learner population has raised their proficiency percentage in ELA from 15.22% in 2021 to 20.41% in 2023 showing HESD is on track to not only meet our expectations in ELA but surpass the desired outcome set for 2023-2024. In Math, on the 2023</p>	<p>We will monitor progress on the ELA and Math CAASPP assessments for our English Learner student groups in comparison to all students. (See Metrics 2.1, 2.2, 2.3, and 2.4 above)</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(p. 119)</p> <p>Based on the 2022-2023 CAASPP scores English Learners scored below the student group “All Students” showing a disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.</p> <p>Based on the 2023 CAASPP scores, Unduplicated student groups show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.</p> <p>District: In ELA, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 16.4 points below standard</li> <li>• English Learner (EL) students scored 36.5 points below standard</li> <li>• Long-Term English Learners (LTELs) scored 5.00% proficient</li> </ul> <p>District: In Math, on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• All Students scored 45.8 points below standard</li> <li>• English Learner (EL) students scored 65.9 points below standard</li> <li>• Long-Term English Learners (LTELs) scored 3.57% proficient</li> </ul> <p>Groups Identified for Required Actions for ELs: District: In ELA &amp; Math on the 2023 CA Dashboard</p> <ul style="list-style-type: none"> <li>• None (only SWD)</li> </ul> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>• None (only SWD)</li> </ul>	<p>CA Dashboard, “All Students” scored 45.8 points below standard, “English Learners” scored 65.9 points below standard. Our percent proficient target for English Learners on the 2024 Math CAASPP assessment was set at 13.95%. Over the last three years, our English Learner population has raised their proficiency percentage in Math from 8.95% in 2021 to 12.50% in 2023 showing HESD is on track to meet our expectations in Math based on the desired outcome set for 2023-2024.</p> <p>Long-Term English Learner (LTELs) scored well below “All Students” in both ELA and Math. In ELA, on the 2023 CA Dashboard, “All Students” scored 44.77% proficient, “English Learners” scored 20.41% proficient, and “L-TEs” scored 5.00% proficient. In Math, on the 2023 CA Dashboard, “All Students” scored 33.66% proficient, “English Learners” scored 12.50% proficient, and “LTELs” scored 3.57% proficient.</p> <p>To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> <li>Hamilton: EL: 97.4 points below (Red)</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

The total Percentage to Increase or Improve Services for the Coming School Year is 33.44%. Hanford Elementary District's estimated Unduplicated Pupils (UDP) count is approximately 80%. Total supplemental and concentration grant funding generated by UDP is estimated at \$18,799,741. The expenditures for these funds are detailed in LCAP. Since the District has approximately 80% percent UDP students that are Low-Income (SED), ELs, or Foster Youth, the expenditures described in the LCAP represent a majority of our students, therefore most action expenditures are considered LEA-wide expenditures. There are specific actions and services that address Foster Youth (FY), English Learners (EL) and/or Low-Income students that are specified in the LCAP. The planned actions in the LCAP would increase or improve services by at least the percentage calculated as compared to the services provided for all students, resulting in the required proportional increase or improvement in services for Unduplicated pupils of 33.44%. The descriptions below explain how services for English learners, low-income students, and foster youth are being increased or improved by the required 33.44%.

The actions listed in this LCAP plan are a direct result of district-wide efforts involving all educational partner groups to provide input on the type of activities, services, programs, etc., which increase or improve services for these pupils. Supplemental and concentration funds will be allocated, in consultation with educational partners, to direct these funds to improve services to UDP in order to enhance school climate, student engagement, social-emotional well-being, and academic achievement. Our student groups with the most persistent achievement gaps and the greatest need of support are EL, FY, and low-income students, therefore, the district will designate a majority of its actions and services as district-wide services. Given that, EL, FY, and low-income students are represented in all of our schools, with 11 of 12 schools having UDP rates of 55% or more, there is a need to provide systematic, coordinated, and targeted actions and services across the district for the UDP student groups and all students.

The LEA wide and school wide services provided in the LCAP are designed to support High Needs students and are effective in achieving the District's six goals. Around eighty percent of students in the Hanford Elementary School District are Unduplicated students. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all



students receive (i.e. they receive increased services). Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed above are provided on a LEA or school wide basis. Taken together, the LEA and/or school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

#### FOSTER & HOMELESS YOUTH, LOW-INCOME HOUSEHOLDS & ENGLISH LEARNERS

##### Increase or Improved Services %

Hanford Elementary School District has demonstrated an increase in the EL reclassification percentage, based on local data, from 6% in 21-22, 15% in 22-23, to 18% in 23-24. (an increase of 12% over 2 years).

62.8% of EL Students are making progress toward English Language Proficiency in 2023 based on the CDE Dashboard compared to 51.1% in 2022. (an increase of 11.7%).

On the ELA CAASPP, the percentage of:

- \* Homeless students who scored proficient increased from 27.12% in 2022 to 31.06% in 2023 (a increase of 3.94%).
- \* Low-Income students that scored proficient increased from 39.68% in 2022 to 40.46% in 2023 (an increase of 0.78%).
- \* EL students who scored proficient decreased from 25.03% in 2022 to 20.41% in 2023 (a decrease of 4.62%).

On the Math CAASPP, the percentage of:

- \* Homeless students who scored proficient increased from 17.24% in 2022 to 19.42% in 2023 (an increase of 2.18%).
- \* Low-Income students that scored proficient increased from 24.90% in 2022 to 29.12% in 2023 (an increase of 4.22%).
- \* EL students who scored proficient decreased from 14.60% in 2022 to 12.50% in 2023 (an decrease of 2.10%).

#### English Learners

Our group of English learners are approximately 24.5% of our student population. Through our educational partner groups, we have developed actions that include interventions, parent engagement, professional development focused on integrated and designated ELD instruction and academic language, support, supplemental materials, and study trips just to name a few. We will use our ELPAC, local assessments, student and family surveys, and CAASPP data to monitor and improve teaching and learning for our students throughout the school year.

District administration and other support staff will improve academic outcomes for English Learners across the district through monitoring the reclassification of students, modeling/coaching Integrated and designated ELD for teachers through professional development, model and support data analysis and dialogue about EL student achievement, and provide additional ELD instruction to English learners, including LTEL, At-Risk students, and Newcomers. Extended language learning opportunities will be afforded as an increased service for English Learners and their families (through parent workshops) in order to allow students and families to further increase the instance of access to English language development.

Goals (English Learners): 2.4

Goals (Unduplicated): 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.4, 5.2

## Foster Youth

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Foster students are provided with increased and improved services to meet rigorous academic standards. In order to do so, the district will provide support to foster students in academics, social-emotional learning, and support with foster families. Foster students will be provided with access to the school site administration (Learning Director), school social worker, student specialist, School Resource Officer, and both the school Nurse and LVN. In order to meet the social-emotional needs of foster students, counselors will be provided in order to pull foster students into small groups and address individualized needs. Foster students will have increased access to extended learning opportunities in order to enhance school connectedness.

Goals (Foster & Low-Income): 4.1, 4.2, 4.3

Goals (Unduplicated): 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.4, 5.2

## Socioeconomically Disadvantaged Students (SED)

Hanford Elementary School District experienced low academic achievement with our socioeconomically disadvantaged students (SED) in comparison to all students. In order to improve services, SED students will have increased access to intervention and enrichment activities in order to allow students to have experiences outside the classroom setting, including study trips outside the local area that are aligned with grade-level content standards, that SED students may not otherwise get to experience. Through the LCAP as addressed in the actions above, SED students will have increased services in technology with every student having their own iPad/laptop device throughout the year. In addition to enhancing their educational experience through study trips, and through technology, there will be an increase in services with a focus on Art and Music to ensure our SED population have the experience of a well-rounded education.

To focus on SED students' social and emotional well-being, the district will provide support to SED with access to the school site administration (Learning Director), school social worker, student specialist, School Resource Officer, and both the school Nurse and LVN. In order to meet the social-emotional needs of SED students, counselors will be provided in order to pull SED students into small groups and address individualized needs. SED students will have increased access to extended learning opportunities in order to enhance school connectedness.

Regarding safety, our SED students are provided increased services to ensure their safety one the way to and from school with increased transportation as well as at school with increased yard supervision and school resource officer. There is a need for this increase in services for SED students since most SED students are in low-income neighborhoods that experience varying issues in terms of police activity.

Goals (Low-Income): 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Goals (Foster & Low-Income): 4.1, 4.2, 4.3

Goals (Unduplicated): 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.4, 5.2

## **Additional Concentration Grant Funding**

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

The additional concentration grant add-on funding will be used to improve the quality of the services currently provided to English Learners, Foster Youth, and Low-income students and to increase the number of staff providing direct services and interventions to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students which is 11 of the 12 schools in HESD. By utilizing surveys with our various educational partners, and analyzing the results, as seen here, we are using the supplemental and concentration grant to increase or retain positions outline below. Survey results are:

### **SENSE OF SAFETY**

#### **Per 2023-2024 HESD PARENT SURVEY**

94% of parents agree or strongly agree with the statement, "My child is safe at school"

97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."

#### **Per 2023-2024 HESD STUDENT SURVEY**

76% of students agree or strongly agree with the statement, "I feel safe at school."

77% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."

67% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."

86% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."

70% of students agree or strongly agree with the statement, "The school resource officer is an adult that I can talk to if I have a problem at school."

82% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."

### **SCHOOL CONNECTEDNESS:**

#### **Per 2023-2024 HESD PARENT SURVEY:**

98% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations."

#### **Per 2023-2024 HESD STUDENT SURVEY**

75% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."

85% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."

67% of students agree or strongly agree with the statement, "Participating in art enriches (improves) my experience at school."

69% of students agree or strongly agree with the statement, "I enjoy learning at my school."

The supplemental and concentration grant will be used for additional staffing, which includes:

- \* Additional teachers to support class size reduction (action 2.1)

- \* Additional teachers to eliminate combination classes (action 2.1)

The supplemental and concentration grant will also be used to maintain a high level of staffing even as student enrollment is declining:

- \* Art and Music teachers (action 1.5)
- \* Increase of Library media technicians from part-time to full-time (action 1.2)
- \* Teacher resource specialist (actions 2.3 and 3.2)
- \* English Language Development support staff (action 2.4)
- \* Professional development and new teacher induction staff (actions 3.1 and 3.3)
- \* Support staff for student safety and social well-being including social worker, counselors, student specialists, school resource officers, and increasing the LVNs from part-time to full-time (actions 4.1, 4.2, 4.3).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:31.78	1:30.16
Staff-to-student ratio of certificated staff providing direct services to students	1:24.60	1:20.65

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$56,987,042	\$18,799,741	32.990%	0.450%	33.440%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$19,636,082.00	\$88,419.00			\$19,724,501.00	\$16,868,701.00	\$2,855,800.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Supplies/Materials School Sites	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annually	\$0.00	\$186,255.00	\$186,255.00				\$186,255.00
1	1.2	School Libraries	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$915,221.00	\$30,000.00	\$945,221.00				\$945,221.00
1	1.3	Technology	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$955,626.00	\$972,980.00	\$1,928,606.00				\$1,928,606.00
1	1.4	Study Trips	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$310,000.00	\$310,000.00				\$310,000.00
1	1.5	Art, Music, PE	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$1,651,953.00	\$600,350.00	\$2,252,303.00				\$2,252,303.00
1	1.6	After School Program	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Kennedy and Wilson Grades 7 & 8		\$800.00	\$0.00	\$800.00				\$800.00
2	2.1	Eliminate Combination Classes/Reduce Class Sizes	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,536,806.00	\$0.00	\$2,536,806.00				\$2,536,806.00
2	2.2	Summer Program	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Kennedy,	Annually	\$0.00	\$0.00	\$0.00				\$0.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Low Income	Wilson								
2	2.3	Supplemental Instructional Materials	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$381,610.00	\$381,610.00				\$381,610.00
2	2.4	Supplemental Support for Designated ELD for English Learners and Long-Term English Learners (LTELs)	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$920,692.00	\$31,000.00	\$951,692.00				\$951,692.00
3	3.1	Teacher Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,243,006.00	\$0.00	\$1,243,006.00				\$1,243,006.00
3	3.2	Teacher Collaboration Time	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$118,829.00	\$0.00	\$118,829.00				\$118,829.00
3	3.3	New Teacher Induction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$129,506.00	\$26,556.00	\$156,062.00				\$156,062.00
4	4.1	Coordination of Student Support	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$1,260,109.00	\$44,389.00	\$1,304,498.00				\$1,304,498.00
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$2,675,503.00	\$23,100.00	\$2,698,603.00				\$2,698,603.00
4	4.3	School Support Staff	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$3,760,857.00	\$19,284.00	\$3,780,141.00				\$3,780,141.00
4	4.4	Transportation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$500,000.00	\$0.00	\$500,000.00				\$500,000.00
5	5.1	Parent/Family Communication	All		No					\$0.00	\$0.00	\$0.00				\$0.00
5	5.2	Parent Involvement Activities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$111,374.00	\$230,276.00	\$341,650.00				\$341,650.00
5	5.3	Required Committees	All		No					\$0.00	\$0.00	\$0.00				\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.1	Student Support	<p>Based on the 2022-2023 CA Dashboard data for suspension rate, Community Day School students show a greater disparity when compared to other schools and were Identified to receive Equity Multiplier Funding. District 2023 CA Dashboard Suspension rate shows All</p> <ul style="list-style-type: none"><li>All Students had a suspension rate of 5.4%</li><li>Socio-Economically Disadvantaged students: 6.1% suspension rate</li></ul> <p>School Site Identified for Equity Multiplier Funds:</p> <ul style="list-style-type: none"><li>Community Day School Suspension Rate on the 2023 CA Dashboard</li><li>Overall: 25% suspension rate (Orange)</li><li>Socio-Economically Disadvantaged students: 24.4% suspension rate (Orange)</li></ul>	<p>No</p> <p><u>Based on the 2022-2023 CA Dashboard data for suspension rate, Community Day School students show a greater disparity when compared to other schools and were Identified to receive Equity Multiplier Funding. District 2023 CA Dashboard Suspension rate shows</u></p> <ul style="list-style-type: none"><li><u>All Student suspension rate of 5.4%</u></li><li><u>Socio-Economically Disadvantaged students</u></li></ul>					\$88,419.00	\$0.00		\$88,419.00			\$88,419.00



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			<ul style="list-style-type: none"><li>No student groups in Red</li></ul> <p>To address these needs, the district will provide students at Community Day School (CDS) with an array of supports designed to decrease behavior incidents and suspensions, promote positive school climate, good citizenship, and improve school safety.</p> <p>Based on Parent and Student surveys, there is a need to continue for action 6.1 as seen by these results</p> <p>Parent Survey Questions and responses:</p> <ul style="list-style-type: none"><li>The School Resource Officer helps keep my child's school safe: 97% Agree/Strongly Agree</li><li>My child is safe at school: 94% Agree/Strongly Agree</li><li>Having a school nurse at each site is important: 100% Agree/Strongly Agree</li><li>Having a school counselor at each site is important: 99%</li></ul>	<p>de nts : 6.1 % su sp en sio n rat e</p> <p><u>School Site Identified for Equity Multiplier Funds:</u></p> <ul style="list-style-type: none"><li><u>Co</u> <u>m</u> <u>mu</u> <u>nit</u> <u>y</u> <u>Da</u> <u>y</u> <u>Sc</u> <u>ho</u> <u>ol</u> <u>Su</u> <u>sp</u> <u>en</u> <u>sio</u> <u>n</u> <u>Ra</u> <u>te</u> <u>on</u> <u>the</u> <u>20</u> <u>23</u> <u>CA</u> <u>Da</u> <u>sh</u> <u>bo</u> <u>ard</u></li><li><u>Ov</u> <u>era</u> <u>ll:</u> <u>25</u> <u>%</u> <u>su</u> <u>sp</u> <u>en</u> <u>sio</u> <u>n</u> <u>rat</u> <u>e</u> <u>(Or</u> <u>an</u> <u>ge)</u></li></ul>											



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	
			Agree/Strongly Agree Student Survey Questions and responses: <ul style="list-style-type: none"><li>Teachers, principals, learning directors, student specialists, counselors , or other adults are able to prevent bullying at my school: 67% Agree/Strongly Agree</li><li>There is an adult that I can talk to if I have a problem at school: 77% Agree/Strongly Agree</li><li>I feel safe at school: 76% Agree/Strongly Agree</li><li>I have visited the school nurse this year: 71% Yes</li><li>I have visited the school counselor this year: 30% Yes</li><li>I know and have spoken with the resource officer at my school: 38% Yes</li><li>The school resource officer has a good</li></ul>	<ul style="list-style-type: none"><li><u>Socio-Economically Disadvantaged students</u>: 24.4% <u>suspension rate</u> (Or <u>ge</u>)</li><li><u>No student groups in Read</u></li></ul> <p><u>To address these needs, the district will provide students at Community Day School (CDS) with an array of supports designed to decrease behavior incidents and suspensions, promote positive school</u></p>												

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
			<p>relationships with students at my school: 86% Agree/Strongly Agree</p> <ul style="list-style-type: none"><li>The school resource officer is an adult that I can talk to if I have a problem at school: 70% Agree/Strongly Agree</li><li>The school resource officer makes my school safer: 82% Agree/Strongly Agree</li></ul> <p>Students at Community Day School (CDS) have needs for health and wellness as well as social and emotional supports that go well beyond what students at other schools need. Data from the California School Dashboard indicate that suspension rates at CDS are higher than students at other schools. The data also indicates that students at CDS have a higher rate of suspension (25.0%) whereas this district suspension rate was 5.4%. Students at CDS may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school</p>	<p><u>climate, good citizenship, and improve school safety.</u></p> <p><u>Based on Parent and Student surveys, there is a need to continue for action 6.1 as seen by these results</u></p> <p><u>Parent Survey Questions and responses:</u></p> <ul style="list-style-type: none"><li><u>The School Resource Officer</u></li></ul> <p><u>ice for help keep my child's school safe: 97% Agree/Strongly Agree</u></p> <ul style="list-style-type: none"><li><u>My child is safe</u></li></ul>											

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
			attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered as priority under Action 6.1 have been developed. The services provided under Action 6.1 are based on these considerations and are designed to support students at CDS, providing with an array of supports designed to decrease behavior incidents, thereby lowering suspensions. The Community Day School provides intensive interventions for students with more serious behavior challenges.	<p><u>at</u> <u>sc</u> <u>ho</u> <u>ol</u> <u>94</u> <u>%</u> <u>Ag</u> <u>ree</u> <u>/St</u> <u>ron</u> <u>gly</u> <u>Ag</u> <u>ree</u></p> <ul style="list-style-type: none"><li>• <u>Ha</u> <u>vin</u> <u>g a</u> <u>sc</u> <u>ho</u> <u>ol</u> <u>nur</u> <u>se</u> <u>at</u> <u>ea</u> <u>ch</u> <u>sit</u> <u>e</u> <u>is</u> <u>im</u> <u>por</u> <u>tan</u> <u>t</u> <u>10</u> <u>0%</u> <u>Ag</u> <u>ree</u> <u>/St</u> <u>ron</u> <u>g</u> <u>Ag</u> <u>ree</u></li></ul>											
			The principal, counselor, School Resources Office, the Assistant Superintendent of Student Services, School Climate, Child Welfare and Attendance, and the School Social Worker coordinate these services, ensuring that students at CDS in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)	<ul style="list-style-type: none"><li>• <u>Ha</u> <u>vin</u> <u>g a</u> <u>sc</u> <u>ho</u> <u>ol</u> <u>co</u> <u>un</u> <u>sel</u> <u>or</u> <u>at</u> <u>ea</u> <u>ch</u> <u>sit</u> <u>e</u> <u>is</u> <u>im</u> <u>por</u> <u>tan</u></li></ul>											
			The services provided to students under Action 6.1 are effective in meeting Goal 6. Schools with higher attendance rates and lower	<ul style="list-style-type: none"><li>• <u>Ha</u> <u>vin</u> <u>g a</u> <u>sc</u> <u>ho</u> <u>ol</u> <u>co</u> <u>un</u> <u>sel</u> <u>or</u> <u>at</u> <u>ea</u> <u>ch</u> <u>sit</u> <u>e</u> <u>is</u> <u>im</u> <u>por</u> <u>tan</u></li></ul>											

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
			numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students and Socio-Economically Disadvantaged Students (SED). In looking over the year, the rates have improved to their best levels in at least 5 years, showing the programs being put into place have been effective. CDS Suspension Rates * 2023: 25.0% suspension rate * 2022: 35.3% suspension rate * 2020 & 2021: No data due to COVID * 2019: 46.3% suspension rate * 2018: 34.1% suspension rate  Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavioral challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS. Many of the same	t: 99% Agree /Strongly Agree Student Survey Questions and responses: • Teachers principals, learning directors, students, specialists, counselors, or other adults are able to prevent bullying											

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
			needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS. <ul style="list-style-type: none"><li>There is a need to strengthen the relationships between CDS students and adults in the school.</li><li>There is a need to build the relationships between the families of CDS students and the school.</li><li>There is a need to build CDS students' relationships with one another.</li><li>There is a need to provide students with the skills that will enable them to foster and support these relationships.</li><li>There is a need to provide ongoing support to students as they transition back to</li></ul>	<u>sc</u> <u>ho</u> <u>ol:</u> <u>67</u> <u>%</u> <u>Ag</u> <u>ree</u> <u>/St</u> <u>ron</u> <u>gly</u> <u>Ag</u> <u>ree</u> <ul style="list-style-type: none"><li><u>The</u> <u>re</u> <u>is</u> <u>an</u> <u>ad</u> <u>ult</u> <u>tha</u> <u>t I</u> <u>ca</u> <u>n</u> <u>tal</u> <u>k</u> <u>to</u> <u>if I</u> <u>ha</u> <u>ve</u> <u>a</u> <u>pro</u> <u>ble</u> <u>m</u> <u>at</u> <u>sc</u> <u>ho</u> <u>ol:</u> <u>77</u> <u>%</u> <u>Ag</u> <u>ree</u> <u>/St</u> <u>ron</u> <u>gly</u> <u>Ag</u> <u>ree</u><ul style="list-style-type: none"><li><u>I</u> <u>fee</u> <u>I</u> <u>saf</u> <u>e</u> <u>at</u> <u>sc</u> <u>ho</u> <u>ol:</u> <u>76</u> <u>%</u> <u>Ag</u> <u>ree</u> <u>/St</u></li></ul></li></ul>											

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	
			<p>their home school.</p> <ul style="list-style-type: none"><li>There is a need to provide families with education and support.</li></ul> <p>Behavior Support Provide teaching, intervention, and support for students, particularly our ATSI eligible student groups, that will lead them to acquire and apply knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.</p> <p>EVIDENCE Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong) Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate) U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.:</p>	<p>ron gly Agree</p> <ul style="list-style-type: none"><li>I have visited the school nurse this year: 71 % Yes</li><li>I have visited the school counselor this year: 30 % Yes</li><li>I know and have spoken with the resource</li></ul>												186



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	
				<div>an adult that I can talk to if I have a problem at school: 70% Agree/Strongly Agree</div> <div><ul style="list-style-type: none"><li>The school resources our office makes my school safer: 82% Agree/Strongly Agree</li></ul></div> <div>Students at Community</div>												



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
				<u>Day School (CDS) have needs for health and wellness as well as social and emotional supports that go well beyond what students at other schools need. Data from the California School Dashboard indicate that suspension rates at CDS are higher than students at other schools. The data also indicates that students at CDS have a higher rate of suspension (25.0%) whereas this district suspension rate was 5.4%. Students at CDS may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days</u>											

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
				<p><u>of school, time out of class, or suspension. Therefore, the needs of these students are considered as priority under Action 6.1 have been developed. The services provided under Action 6.1 are based on these considerations and are designed to support students at CDS, providing with an array of supports designed to decrease behavior incidents, thereby lowering suspensions. The Community Day School provides intensive interventions for students with more serious behavior challenges.</u></p> <p><u>The principal, counselor, School Resources Office, the Assistant Superintendent of Student Services, School Climate, Child Welfare and Attendance, and the</u></p>											

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
				<p><u>School Social Worker coordinate these services, ensuring that students at CDS in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)</u></p> <p><u>The services provided to students under Action 6.1 are effective in meeting Goal 6. Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2023 California School Dashboard shows suspension rates at the High (Orange) level for All Students and Socio-Economically Disadvantaged Students (SED). In looking over the year, the rates have improved to their best</u></p>											

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
				<u>levels in at least 5 years, showing the programs being put into place have been effective.</u> <u>CDS Suspension Rates</u> <u>* 2023: 25.0% suspension rate</u> <u>* 2022: 35.3% suspension rate</u> <u>* 2020 &amp; 2021: No data due to COVID</u> <u>* 2019: 46.3% suspension rate</u> <u>* 2018: 34.1% suspension rate</u>  <u>Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to</u>											

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
				<p><u>their behavioral challenges.</u></p> <p><u>Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.</u></p> <p><u>Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.</u></p> <ul style="list-style-type: none"><li><u>The re is a ne ed to str en gth en the rel ati on shi ps bet we en CD S stu de nts an d ad ult s in the sc ho ol.</u></li></ul>											

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
				<ul style="list-style-type: none"><li>• <u>The re is a need to build the relationships between the families of CD S students and the school.</u></li><li>• <u>The re is a need to build CD S students' relationship with one another.</u></li></ul>											

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
				<div>other.</div> <ul style="list-style-type: none"><li>The re is a need to provide students with the skills that it will enable them to foster and support the relationship.</li><li>The re is a need to provide ongoing support</li></ul>											

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	
				<div>to students as they transition back to the in-home school.</div> <div><ul style="list-style-type: none"><li>The re is a need to provide families with education and support.</li></ul></div> <div>Behavior Support Provide teaching, intervention, and support for students, particularly our ATSI eligible student groups, that will lead them to acquire</div>												



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
				<u>and apply knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.</u>  <u>EVIDENCE</u> <u>Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate)</u> <u>Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong)</u> <u>Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)</u> <u>U.S. Department of Education. (2008).</u> <u>Reducing Behavior Problems in</u>											

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
				<p><u>the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</u></p> <p><u>We expect this action to lead to a decrease in suspension rates as this action is focused on addressing the suspension needs of CDS.</u></p> <p><u>We will monitor progress on Suspension rates, both locally and from the CA Dashboard our Unduplicated student groups in comparison to all students.</u></p> <p><u>We will also seek feedback from students, parents, and staff (Educational Partner groups) about the Health Professionals</u></p>											

# 2024-25 Contributing Actions Table

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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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$56,987,042	\$18,799,741	32.990%	0.450%	33.440%	\$19,636,082.00	0.000%	34.457 %	<b>Total:</b>	\$19,636,082.00
								<b>LEA-wide Total:</b>	\$18,683,590.00
								<b>Limited Total:</b>	\$951,692.00
								<b>Schoolwide Total:</b>	\$800.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Supplies/Materials School Sites	Yes	LEA-wide	English Learners Low Income	All Schools	\$186,255.00	
1	1.2	School Libraries	Yes	LEA-wide	English Learners Low Income	All Schools	\$945,221.00	
1	1.3	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,928,606.00	
1	1.4	Study Trips	Yes	LEA-wide	English Learners Low Income	All Schools	\$310,000.00	
1	1.5	Art, Music, PE	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,252,303.00	
1	1.6	After School Program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Kennedy and Wilson Grades 7 & 8	\$800.00	
2	2.1	Eliminate Combination Classes/Reduce Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,536,806.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	2024-25 Planned Percentage of Improved Services (%)
2	2.2	Summer Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy, Wilson	\$0.00	
2	2.3	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$381,610.00	
2	2.4	Supplemental Support for Designated and Integrated ELD for English Learners and Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$951,692.00	
3	3.1	Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,243,006.00	
3	3.2	Teacher Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,829.00	
3	3.3	New Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,062.00	
4	4.1	Coordination of Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,304,498.00	
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,698,603.00	
4	4.3	School Support Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,780,141.00	
4	4.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
5	5.2	Parent Involvement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$341,650.00	

# 2023-24 Annual Update Table

201

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$20,921,741.00	\$20,135,807.00

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)
startcollapse					
1	1.1	Supplies/Materials School Sites	Yes	\$198,377.00	\$194,708
1	1.2	School Libraries	Yes	\$865,597.00	\$938,106
1	1.3	Technology	Yes	\$5,799,192.00	\$3,878,742
1	1.4	Study Trips	Yes	\$310,000.00	\$310,000
1	1.5	Art, Music, PE	Yes	\$2,018,960.00	\$2,202,491
1	1.6	After School Program	Yes	\$2,593.00	\$12,684
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	\$905,213.00	\$1,047,583
2	2.2	Summer Program	Yes	\$123,320.00	\$120,020
2	2.3	Instructional Materials	Yes	\$359,140.00	\$359,140

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Supporting Designated and Integrated ELD	Yes	\$1,071,143.00	\$1,158,162
3	3.1	Teacher Professional Development	Yes	\$1,176,480.00	\$1,226,619
3	3.2	Teacher Collaboration Time	Yes	\$108,326.00	\$118,055
3	3.3	New Teacher Induction	Yes	\$143,586.00	\$154,223
4	4.1	Coordination of Student Support	Yes	\$1,157,634.00	\$1,259,103
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	\$2,465,166.00	\$2,670,072
4	4.3	School Support Staff	Yes	\$3,369,842.00	\$3,637,144
4	4.4	Transportation	Yes	\$500,000.00	\$500,000
5	5.1	Parent/Family Communication	No	\$0.00	0
5	5.2	Parent Involvement Activities	Yes	\$347,172.00	\$348,955
5	5.3	Required Committees	No	\$0.00	0
6	6.1			\$0.00	0

# 2023-24 Contributing Actions Annual Update Table

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2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$20,135,808	\$20,921,741.00	\$20,135,807.00	\$785,934.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.1	Supplies/Materials School Sites	Yes	\$198,377.00	\$194,708		
1	1.2	School Libraries	Yes	\$865,597.00	\$938,106		
1	1.3	Technology	Yes	\$5,799,192.00	\$3,878,742		
1	1.4	Study Trips	Yes	\$310,000.00	\$310,000		
1	1.5	Art, Music, PE	Yes	\$2,018,960.00	\$2,202,491		
1	1.6	After School Program	Yes	\$2,593.00	\$12,684		
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	\$905,213.00	\$1,047,583		
2	2.2	Summer Program	Yes	\$123,320.00	\$120,020		
2	2.3	Instructional Materials	Yes	\$359,140.00	\$359,140		
2	2.4	Supporting Designated and Integrated ELD	Yes	\$1,071,143.00	\$1,158,162		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Teacher Professional Development	Yes	\$1,176,480.00	\$1,226,619		
3	3.2	Teacher Collaboration Time	Yes	\$108,326.00	\$118,055		
3	3.3	New Teacher Induction	Yes	\$143,586.00	\$154,223		
4	4.1	Coordination of Student Support	Yes	\$1,157,634.00	\$1,259,103		
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	\$2,465,166.00	\$2,670,072		
4	4.3	School Support Staff	Yes	\$3,369,842.00	\$3,637,144		
4	4.4	Transportation	Yes	\$500,000.00	\$500,000		
5	5.2	Parent Involvement Activities	Yes	\$347,172.00	\$348,955		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.



# 2023-24 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)
\$57,905,735	\$20,135,808	0.45%	35.223%	\$20,135,807.00	0.000%	34.773%	\$260,576.81	0.450%

# Local Control and Accountability Plan Instructions

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[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- 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.

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

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

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

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

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

## 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.

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.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP: 210

- 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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



is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices<sup>213</sup> they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

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

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

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

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.

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. 218

- 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.



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

## Total Funds

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

## Contributing

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

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

## Required Actions

- 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.
- 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.

- 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: 222
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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<sup>223</sup> provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

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#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

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### **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. 228

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).<sup>231</sup>
  - 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).<sup>232</sup>

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

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education  
November 2023



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Robert Heugly Director of Program Development, Assessment, and Accountability	rheugly@hanfordesd.org 5595853600

## Goals and Actions

### Goal

Goal #	Description
1	Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A: Implementation of State Standards addresses: A. The implementation of state board adopted academic content and performance standards for all students, which are: a. English Language Arts – Common Core State Standards for English Language Arts b. Mathematics – Common Core State Standards for Mathematics c. English Language Development d. Career Technical Education e. Health Education Content Standards	The District received a score of "Met" on the 2021 CA School Dashboard: Implementation of Academic Standards Local Indicator.  (A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)	Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard. The district would have received a score of "Met" on the Implementation of Academic Standards Local Indicator if the dashboard were not suspended.  (A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has	The District received a score of "Met" on the 2022 CA School Dashboard: Implementation of Academic Standards Local Indicator.  (A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)  Priority 2B: English Learner Progress was Medium at 51.1% making progress towards English Language Proficiency on the CA School	The District received a score of "Met" on the 2023 CA School Dashboard: Implementation of Academic Standards Local Indicator.  (A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)  Priority 2B: English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School	The District will receive a score of "Met" on the CA School Dashboard Implementation of Academic Standards Local Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
f. History-Social Science g. Model School Library Standards h. Physical Education Model Content Standards i. Next Generation Science Standards j. Visual and Performing Arts k. World Language;  Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.		met all of the metrics (a-k) under Priority 2.)	Dashboard. Goal 2: "All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language" addresses English Learner programs.	Dashboard. Goal 2: "All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language" addresses English Learner programs.	
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;	The District received a score of "Met" on the 2021 CA School Dashboard: Access to a Broad Course of Study Local Indicator.  (A score of "Met" on the CA School Dashboard: Implementation of	Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard.	The District received a score of "Met" on the 2022 CA School Dashboard: Access to a Broad Course of Study Local Indicator.  (A score of "Met" on the CA School Dashboard: Implementation of	The District received a score of "Met" on the 2023 CA School Dashboard: Access to a Broad Course of Study Local Indicator.  (A score of "Met" on the CA School Dashboard: Implementation of	The District will receive a score of "Met" on the CA School Dashboard Access to a Broad Course of Study Local Indicator.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>The District would have received a score of "Met" on the 2022 CA School Dashboard: Access to a Broad Course of Study Local Indicator if the dashboard were not suspended.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools:</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools:</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools:</p>	<p>2023-2024: Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools:</p>	<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.</p>	<p>Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 226 students chose art. 240 students chose music.</p>	<p>Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th &amp; 6th grade 466</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 239 students chose art. 185 students chose music.</p>	<p>Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 248 6th Grade: 215 (Total 463)</p> <p>All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 227 students chose art. 248 students chose music.</p>	<p>Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 270 6th Grade: 196 (Total 466)</p> <p>All students in 4th grade received music instruction. (The schools with the highest #s of low-income students for focused on first) (655 students)</p> <p>Junior High 244 students chose art. 312 students chose music.</p>	<p>number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: C. Programs and services developed and provided to</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced</p>	<p>2023-2024: Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these</p>	<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
individuals with exceptional needs.	<p>by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p> <p>Junior High 226 students chose art. 240 students chose music.</p>	<p>by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th &amp; 6th grade 466</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 239 students chose art. 185 students chose music.</p>	<p>by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 248 6th Grade: 215 (Total 463)</p> <p>Junior High 227 students chose art. 248 students chose music.</p>	<p>subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 270 6th Grade: 196 (Total 466)</p> <p>All students in 4th grade received music instruction. (The schools with the highest #s of low-income students for focused on first) (655 students)</p> <p>Junior High 244 students chose art. 312 students chose music.</p>	<p>and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>
Priority 8: Pupil Outcomes addresses	Students are enriched by art, music, and	Students are enriched by art, music, and	Students are enriched by art, music, and	Students are enriched by art, music, and	Students will be enriched by art,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupil outcomes, if available, for courses described	<p>physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidenced by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school:82% Participating in physical education motivates me to come to school every day:64%</p> <p>Participating in music enriches (improves) my experience at school: 91% Participating in music motivates me to come to school every day:77% Learning about music will help me in the future:80%</p>	<p>physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidenced by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 74.2% Participating in physical education motivates me to come to school every day: 51.01% Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 85.94% Agree/Strongly Agree Participating in music motivates me to come to school every day: 73.82% Agree/Strongly Agree</p>	<p>physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidenced by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 73.37% Participating in physical education motivates me to come to school every day: 48.76% Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 80.83% Agree/Strongly Agree Participating in music motivates me to come to school every day: 70.43% Agree/Strongly Agree</p>	<p>physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidenced by the 2023-2024 HESD Student Survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 75% Participating in physical education motivates me to come to school every day: 50% Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 85% Agree/Strongly Agree Participating in music motivates me to come to school every day:</p>	<p>music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidenced by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 80% Participating in physical education motivates me to come to school every day:75%</p> <p>Participating in music enriches (improves) my experience at school: 90% Participating in music motivates me to come to school every day:80% Learning about music will help me in the future:80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Participating in art enriches (improves) my experience at school:74% Participating in art motivates me to come to school every day:66% Learning about art will help me in the future:67%	Learning about music will help me in the future: 60.3% Agree/Strongly Agree Participating in art enriches (improves) my experience at school: 67.02% Agree/Strongly Agree Participating in art motivates me to come to school every day: 60.3% Agree/Strongly Agree Learning about art will help me in the future: 61.08% Agree/Strongly Agree	Learning about music will help me in the future: 78.1% Agree/Strongly Agree Participating in art enriches (improves) my experience at school: 65.91% Agree/Strongly Agree Participating in art motivates me to come to school every day: 59.83% Agree/Strongly Agree Learning about art will help me in the future: 60.27% Agree/Strongly Agree	73% Agree/Strongly Agree Learning about music will help me in the future: 82% Agree/Strongly Agree Participating in art enriches (improves) my experience at school: 67% Agree/Strongly Agree Participating in art motivates me to come to school every day: 60% Agree/Strongly Agree Learning about art will help me in the future: 57% Agree/Strongly Agree	Participating in art enriches (improves) my experience at school: 80% Participating in art motivates me to come to school every day: 75% Learning about art will help me in the future: 75%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions under Goal #1 well were implemented overall during the 2023-2024 school year.

**CHALLENGES** Technology continues to be both a success and a challenge. One challenge is remaining current with technological advances to ensure all 5,500 plus student devices remain up-to-date with both software systems as well as student-appropriate filters. Our vast technology department is consistently ensuring updates are rolled out to both student and staff devices. Students' lack of internet connectivity in their homes is a challenge in which HESD provides hotspots to families to help alleviate that barrier to their learning. Updating and maintaining these hotspots remains a challenge.

**SUCSESSES** One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by educational partners in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. In fulfilling this mandate from our educational partners, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level. Every classroom is equipped with a Smartboard and is connected to the internet via a state-of-the-art wireless network. Students have access to a variety of apps and multimedia digital academic content. Students in TK-1 have access to an iPad. Students in grades 2-8 have access to a laptop computer, with students in grades 4-8 taking laptops home for homework and research.

\* Action 1.1: Supplies/Materials School Sites: Individual school sites were provided with funding to support the goals in the LCAP based on the percentages of unduplicated pupils at the site. Note that the goals in each school site's School Plan for Student Achievement are aligned with the district's LCAP goals. School sites documented the use of these funds in their School Plans for Student Achievement. School sites used these funds to purchase supplies and materials to support their LCAP-aligned school goals.

\* Action 1.2: School Libraries: A Library Media Technician at each school site managed instructional and library materials and technology, and ensured libraries were open to serve students.

\* Action 1.3: Technology: All students were provided with a computer device. Students in grades 2-8 have access to laptop computers and standards-aligned digital content. Students in grades TK-1 have access to an iPad and standards-aligned digital content. Students without internet connectivity at home were provided with a wifi hotspot. A team of technicians supported schools and students ensuring computers and networks were operating and supporting students.

\* Action 1.4: Study Trips: The district and school sites were able to provide academic study trips to all students throughout 2023-2024 to help enhance each student's learning experience beyond the classroom.

\* Action 1.5: Art, Music, PE: All students in the elementary schools received art instruction. Elementary students in grades five and six were able to choose music as an elective. Students in elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Credentialed PE, music, and art teachers provided educational activities to students at elementary and junior high schools.

\* Action 1.6: The district's after-school program was implemented, however, with the continuation of ELOP (Extended Learning Opportunities Program), elementary after-school activities continue to be funded with ELOP instead of the LCAP. The Junior High after-school activities continue to be funded through the 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.

Goal #1 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #1 is approximately -18.03%. The estimated actual expenditures were less than the budgeted expenditures, mainly due to action 1.3.

\* Action 1.1: Supplies/Materials School Sites: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.2: School Libraries: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.3: The difference between the budgeted expenditures and the estimated actuals for Action 1.3 is approximately -33.12%. There was not a need to update the technology as originally thought and all students maintained a one-to-one ratio of device to student.

\* Action 1.4: Study Trips: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.5: Art, Music, PE: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

\* Action 1.6: The difference between the budgeted expenditures and the estimated actuals for Action 1.6 is approximately 389.16%. The budgeted expenditures were more than the estimated actual expenditures. There were no funds budgeted for Supplies and materials for after school program for the Junior high, however, a new Junior Explorers program was started for junior high students which incurred approximately \$10,100 costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions under Goal #1 were effective in delivering a broad educational program to the district's students. The district received a score of "Met" on the Implementation of Academic Standards Local Indicator on the CA Dashboard. Students received instruction in art, music, and physical education, and participated in these subjects:

Elementary Schools:

\* Art: All Students received art Instruction.

\* 466 students in 5th and 6th-grade participated in band.

\* All students in 4th grade received music instruction. (The schools with the highest numbers of low-income students were prioritized) (655 students)

\* All students received the required number of physical education minutes. Junior High Schools:

\* 244 students chose art

\* 312 students chose music

\* All students received the required number of physical education minutes.

Data from the HESD student survey show that students overwhelmingly feel that they are enriched by participating in these activities, that these activities improve their school experience, and that participating in these activities will benefit them in the future. Data from the HESD parent survey show that parents overwhelmingly believe that a broad educational program is important for their students.

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

- \* Action 1.1 Supplies/Materials School Sites: The Budget increased slightly to assist school sites in supporting students' school connectedness with programs and services to support the goals in the LCAP based on the percentages of unduplicated pupils at the site. School sites use these funds to purchase supplies and materials to support their LCAP-aligned school goals.
- \* Action 1.2 Library Media Technicians continue to remain funded at a full-time level to continue to provide increased/improved services for students.
- \* Action 1.3 Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.
- \* Action 1.4 Increases in entrance fees and transportation costs require additional funding for study trips.
- \* Action 1.5 Changes in personnel and their salaries result in changes in the funds needed to support this action. Even though not being funded through the LCAP with the addition of additional state funding, the district is looking to maintain the additional art teachers and music teacher.
- \* Action 1.6 The after-school program for elementary grades will continue to expand going forward, however, the funding for elementary grades will continue to flow through the Expanded Learning Opportunities Program (ELOP). The LCAP will support after-school programs for students in grades 7 and 8.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

**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.**



## Goals and Actions

### Goal

Goal #	Description
2	All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA	Local Assessment Data ELA Baseline (Percent Proficient) TK: 80% K: 60% 1st: 66% 2nd: 24% 3rd: 15% 4th: 16.5% 5th: 17% 6th: 24% 7th: 13% 8th: 14%	Not Available: This metric will be discontinued.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Not Available: This metric will be discontinued. See CASSPP Data Below.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Not Available: This metric was discontinued. See CASSPP Data Below.  See the section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Local Assessment Data ELA (Percent Proficient) TK: 95% K: 78% 1st: 90% 2nd: 31% 3rd: 20% 4th: 21% 5th: 22% 6th: 31% 7th: 17% 8th: 18%
Priority 4: Pupil Achievement as measured by all of the	Local Assessment Data Baseline Math (Percent Proficient)	Not Available: This metric will be discontinued.	Not Available: This metric will be	Not Available: This metric was	Local Assessment Data Baseline Math (Percent Proficient)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
following, as applicable: Local Assessment Data Math	TK: 62.5% K: 66.9% 1st: 38.5% 2nd: 47.7% 3rd: 33.6% 4th: 20.4% 5th: 17.9% 6th: 17.4% 7th: 11.8% 8th: 29.2%	See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	discontinued. See CAASPP Data Below.  See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	discontinued. See CAASPP Data Below.  See the section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	TK: 81% K: 87% 1st: 50% 2nd: 62% 3rd: 44% 4th: 27% 5th: 23% 6th: 23% 7th: 25% 8th: 38%
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments (ELA)	English Language Arts: Overall: 24.5 Below Level 3(Orange) EL: 48.2 Below Level 3 (Orange) SED: 33.4 Below Level 3 (Orange) SWD: 93.9 Below Level 3 (Red) Homeless: 81.3 Below Level 3 (Red) Asian: 15.6 Below Level 3 (Orange) Af Am: 52.7 Below Level 3 (Orange) Hisp: 30.5 Below Level 3 (Orange)	Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.	English Language Arts: Overall: 17.5 Below Level 3(Low - Orange equivalent) EL: 39.6 Below Level 3 (Low - Orange equivalent) SED: 31.5 Below Level 3 (Low - Orange equivalent) SWD: 98.0 Below Level 3 (Very Low - Red equivalent) Homeless: 55.8 Below Level 3 (Low - Orange equivalent) Asian: N/A	2023 Dashboard: English Language Arts: Overall: 16.4 Below Level 3 (Orange) EL: 36.5 Below Level 3 (Yellow) SED: 28.2 Below Level 3 (Yellow) SWD: 104.1 Below Level 3 (Red) Homeless: 46.8 Below Level 3 (Orange) Asian: Not large enough of a group Af Am: 50.2 Below Level 3 (Yellow) Hisp: 20.6 Below Level 3 (Orange)	English Language Arts: Overall: 5 Below Level 3 (Green) EL: 3.2 Below Level 3 (Green) SED: 2.6 Above Level 3 (Green) SWD: 70 Below Level 3 (Yellow) Homeless: 36.3 Below Level 3 (Yellow) Asian: 2.4 Above Level 3 (Green) Af Am: 5 Below Level 3 (Green) Hisp: 2.5 Above Level 3 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2/More: 3.3 Above Level 3 (Yellow) White: 9.9 Above Level 3 (Green)	See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Af Am: 58.5 Below Level 3 (Low - Orange equivalent) Hisp: 21.6 Below Level 3 (Low - Orange equivalent) 2/More: 0.9 Below Level 3 (Medium - Yellow equivalent) White: 15.5 Above Level 3 (High - Green equivalent)	2/More: 5.8 Above Level 3 (Orange) White: 14.9 Above Level 3 (Green)	2/More: 9.3 Above Level 3 (Green) White: 18.3 Above Level 3 (Green)
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments (Math)	Mathematics: Overall: 51.2 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD: 118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow) White: 6.1 Below Level 3 (Green)	Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.  See section titled "Description of any changes made to the	Mathematics: Overall: 53.8 Below Level 3 (Low - Orange equivalent) EL: 74 Below Level 3 (Low - Orange equivalent) SED: 67.4 Below Level 3 (Low - Orange equivalent) SWD: 126.9 Below Level 3 (Very Low - Red equivalent) Homeless: 75.8 Below Level 3 (Low - Orange equivalent) Asian: N/A Af Am: 100.7 Below Level 3 (Very Low - Red equivalent)	2023 Dashboard: Mathematics: Overall: 45.8 Below Level 3 (Yellow) EL: 65.9 Below Level 3 (Yellow) SED: 57.6 Below Level 3 (Yellow) SWD: 126.5 Below Level 3 (Red) Homeless: 77.0 Below Level 3 (Orange) Asian: Not large enough of a group Af Am: 78.7 Below Level 3 (Yellow) Hisp: 49.9 Below Level 3 (Yellow) 2/More: 23.6 Below Level 3 (Yellow) White: 18.4 Below Level 3 (Green)	Mathematics: Overall: 25 Below Level 3 (Green) EL: 12.2 Below Level 3 (Green) SED: 22.8 Below Level 3 (Green) SWD: 94.6 Below Level 3 (Yellow) Homeless: 49.6 Below Level 3 (Yellow) Asian: 1.8 Above Level 3 (Green) Af Am: 23.7 Below Level 3 (Green) Hisp: 22.5 Below Level 3 (Green) 2/More: 8.7 Below Level 3 (Green) White: 2.9 Above Level 3 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Hisp: 57.9 Below Level 3 (Low - Orange equivalent) 2/More: 26.1 Below Level 3 (Low - Orange equivalent) White: 23 Below Level 3 (Medium - Yellow equivalent)		
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.22% SWD: 5.77% Eco. Disadvantaged: 33.45% English Learner: 15.22% Asian: 40.74% African American: 26.77% Hispanic: 35.81% White: 59.11% Two or More: 47.62% Homeless: 34.78%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP ELA  See Baseline (Baseline is from 2021 CAASPP)  The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP ELA (CDE Data Quest) Overall: 45.51% SWD: 10.66% Eco. Disadvantaged: 39.68% English Learner: 25.03% Asian: 62.07% African American: 28.22% Hispanic: 43.60% White: 60.57% Two or More: 51.86% Homeless: 27.12%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest) Overall: 44.77% SWD: 11.14% Low-Income: 40.46% English Learner: 20.41% LTEL (Long-Term EL): 5.00% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06%	Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 20.22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Dashboard Metrics will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: Math</p>	<p>Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP Math</p> <p>Overall: 25.74%</p> <p>SWD: 4.79%</p> <p>Eco. Disadvantaged: 20.84%</p> <p>English Learners: 8.95%</p> <p>Asian: 29.17%</p> <p>African American: 12.12%</p> <p>Hispanic: 22.91%</p> <p>White: 43.19%</p> <p>Two or More: 33.33%</p> <p>Homeless: 13.64%</p>	<p>PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP MATH</p> <p>See Baseline (Baseline is from 2021 CAASPP)</p> <p>The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.</p>	<p>Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP Math (CDE Data Quest)</p> <p>Overall: 29.97%</p> <p>SWD: 8.26%</p> <p>Eco. Disadvantaged: 24.90%</p> <p>English Learners: 14.60%</p> <p>Asian: 48.28%</p> <p>African American: 13.50%</p> <p>Hispanic: 28.02%</p> <p>White: 43.32%</p> <p>Two or More: 41.67%</p> <p>Homeless: 17.24%</p>	<p>Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)</p> <p>Overall: 33.66%</p> <p>SWD: 8.60%</p> <p>Low-Income: 29.12%</p> <p>English Learners: 12.50%</p> <p>Asian: 51.72%</p> <p>African American: 23.78%</p> <p>Hispanic: 31.32%</p> <p>White: 46.33%</p> <p>Two or More: 46.43%</p> <p>Homeless: 19.42%</p>	<p>Percent Proficient Percentage of Students Scoring Proficient (Exceeded or met) CAASPP Math</p> <p>Overall: 31%</p> <p>SWD: 8%</p> <p>Eco. Disadvantaged: 30%</p> <p>English Learners: 13.95%</p> <p>Asian: 40%</p> <p>African American: 20%</p> <p>Hispanic: 30%</p> <p>White: 48%</p> <p>Two or More: 40%</p> <p>Homeless: 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC</p>	<p>41.9% making progress towards English language proficiency</p>	<p>Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.</p> <p>Once the California School Dashboard resumes publication,</p>	<p>Medium 51.1% making progress towards English language proficiency (CA Dashboard)</p>	<p>2023 Dashboard: Blue 62.8% making progress towards English language proficiency (CA Dashboard)</p>	<p>High 55.5% making progress towards English language proficiency</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>use of the California School Dashboard Metrics "English Learner Progress Indicator (ELPI)" will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			
<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC</p>	<p>2021 ELPAC Percentage of EL Students Scoring Proficient on the Summative ELPAC 13.98%</p>	<p>PERCENTAGE OF EL STUDENTS SCORING PROFICIENT ON THE ELPAC</p> <p>See Baseline (Baseline is from 2021 ELPAC)</p> <p>The California School Dashboard is suspended for 2022. Data from the California</p>	<p>2022 ELPAC (CDE Data Quest) Percentage of EL Students Scoring Proficient on the Summative ELPAC 17.78%</p>	<p>2023 ELPAC (CDE Data Quest) Percentage of EL Students Scoring Proficient on the Summative ELPAC 23.77%</p>	<p>Percentage of EL Students Scoring Proficient on the Summative ELPAC 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Department's Dataquest website will be used for this metric--See below.</p> <p>Once the California School Dashboard resumes publication, use of the California School Dashboard Metrics "English Learner Progress Indicator (ELPI)" will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate	10.3% (19-20 Dataquest)	<p>4.3% (2020-2021 Dataquest)</p> <p>Added for comparison with Year 2 Outcome: The English learner reclassification rate:</p>	<p>The English learner reclassification rate: 12.01% (2021-2022: 171 reclassified out of 1424 EL students)</p>	<p>The English learner reclassification rate: 17% (2022-2023: 205 reclassified out of 1412 EL students)</p>	<p>The English learner reclassification rate: 15%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		3.68% (2020-2021: 51 reclassified out of 1368 EL students)			
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/9/20.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/8/21.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 4/26/23.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/27/23.	All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services under Goal 2 were well implemented overall, with students making progress toward proficiency on the state-adopted standards and with students who are English learners making progress learning English.

### CHALLENGES

With the COVID pandemic still looming, our absenteeism rate remains high. With students absent and not in their seats in a classroom, there is a challenge keeping students up to date with day-to-day lessons and standards. In addition to student absenteeism, staff absenteeism continued to remain higher than pre-COVID years, which also had an impact on student learning.

### SUCSESSES

Students in HESD continue to make progress toward achieving proficiency on the State academic standards. Based on the 2023 CA Dashboard, 'All Students' in Math scored at the Yellow level and increased in Proficiency level from 25.74% in 2021 to 33.66% in 2023.

In ELA, Based on the 2023 CA Dashboard, 'All Students' scored at the Orange level and increased in Proficiency level from 39.22% in 2021 to 44.77% in 2023. In looking at ELA CAASPP scores per CDE Dataquest, a couple of subgroups have made great strides and have a higher proficiency in ELA in 2023 compared to 2019 (pre-COVID):

- \* EL: 2019 = 15.17% proficient compared to 2023 = 20.41% proficient
- \* Homeless: 2019 = 24.70% proficient compared to 2023 = 31.06% proficient

The district will maintain and build on students' academic success by continuing to provide smaller class sizes, eliminating combination classes, and providing a robust summer and after-school instructional programs going forward. EL Progress Indicator continues to be an area of success showing that in 2023, 62.66% of the ELs are making progress compared to 41.9% in 2019 (pre-COVID).

- \* Action 2.1: The district did not have any combination classes for in-person instruction in grades 1-6 in 2023-2024.
- \* Action 2.2: The district expanded its summer programs and looks to continue to expand during the summers moving forward. Note: Elementary summer programs continue to be funded through the Extended Learning Opportunities Program (ELOP) while the Junior High Schools' 7th and 8th-grade summer programs continue to be funded through the LCAP.
- \* Action 2.3: The district ensured all students had sufficient instructional materials. There were no new instructional materials adoptions in 2023-2024. The district maintained existing instructional materials and continued to fund instructional digital subscriptions/content through the LCAP.
- \* Action 2.4: The district provided integrated and designated ELD to all EL students.

#### 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.

Goal #2 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #1 is approximately 9.2%. The estimated actual expenditures were slightly more than the budgeted expenditures, mainly due to Action 2.1, which is described below.

- \* Action 2.1: The difference between the budgeted expenditures and the estimated actuals for Action 2.1 is approximately 15.73%. The budgeted expenditures were more than the estimated actual expenditures mainly due to a larger than expected raise for staff that were utilized to reduce class sizes or eliminate combination classes. The original budgeted amount was \$905,213 and the amount of estimated actuals is \$1,047,583.
- \* Action 2.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 2.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 2.4: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions under Goal 2 continue to be effective in students making progress toward proficiency on the state-adopted standards and English learners continue to make progress learning the English language. 2023 ELA CAASPP scores reflected a 5.55% point increase in scores compared to 2021. Math CAASPP scores show an increase of 7.92% points from 2021 to 2023. The actions under Goal 2 continue to be effective by providing instructional supports including increasing staffing levels, reduction of class sizes, and the elimination of combination classes.

Other Successes include:

#### ELA

Almost every subgroup scored a higher proficiency level in 2023 compared to 2021 (CDE DataQuest):

- \* Students with Disabilities increased 5.37%
- \* Socially Economically Disadvantaged students increased 7.01%
- \* English Learners increased 5.19%
- \* African American students increased 7.38%
- \* Hispanic students increased 7.06%
- \* Two or More Races increased 6.85%

#### Math

Almost every subgroup scored a higher proficiency level in 2023 compared to 2021 (CDE DataQuest):

- \* Students with Disabilities increased 3.81%
- \* Socially Economically Disadvantaged students increased 8.28%
- \* English Learners increased 3.55%
- \* African American students increased 11.66%
- \* Hispanic students increased 8.41%
- \* White students increased 3.14%
- \* Two or More Races increased 13.10%
- \* Homeless students increased 5.78%

- \* The percentage of students scoring proficient on the ELPAC increased in 2023 to 62.66% compared to 2021: 50.77% (CDE DataQuest).

A Director of Curriculum (English Learners), provided leadership and monitoring of the district's integrated and designated ELD programs. The Director of Curriculum provided leadership that insured all EL students received instructional support throughout the school day (integrated ELD) and specific instruction in learning the English language (designated ELD) each day. The Director of Curriculum worked with school site principals and learning directors ensuring that implementation of integrated and designated ELD was in place and that teaching staff received professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities at the district and school level that support English learners. A learning director at each school site, provided leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the

ELD professional development needs of their individual school sites, and, working together, implement professional development that is targeted to individual school sites' needs. Successes in Implementation Hanford Elementary School District implemented services leading students to proficiency on the state-adopted standards. Classrooms were staffed so that no students in grades 1-6 were in a combination class. All students in Hanford Elementary who are English learners received language support across all academic subjects. English learners also received specific instruction in learning the English language.

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

- \* Action 2.1 Additional teachers will be used to eliminate combination classes and/or reduce class sizes.
- \* Action 2.2 The summer program for elementary grades will expand going forward, but will continue to be funded with the Expanded Learning Opportunities Program (ELOP). The LCAP funding amount will change based on the needs of the junior high students.
- \* Action 2.3 Additional instructional materials including materials supporting English language development along with digital subscriptions continue to be implemented.
- \* Action 2.4 Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

**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.**

## Goals and Actions

### Goal

Goal #	Description
3	The district will support teachers and staff with professional development, training, and collaboration time.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential	239 Teachers with Full Credential 12 Teachers without Full Credential	258 Teachers with Full Credential 19 Teachers without Full Credential	2023-2024 270 Teachers with Full Credential 15 Teachers without Full Credential	All teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	2023-2024:	80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully	12 teachers in the district's induction program (100%)	100% of the teachers in year 2 of the district's induction	2023-2024 100% of the teachers in year 2 program of	100% of teachers in the district's induction program successfully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	cleared their credential.	successfully cleared their credentials in 21-22.	program will complete the program (9 teachers).	the district's induction program will complete the program (9 teachers), and 3 in the Early Completion Option (12 Total teachers)	cleared their credential.
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: ELA.	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.22% SWD: 5.77% Eco. Disadvantaged: 33.45% English Learner: 15.22% Asian: 40.74% African American: 26.77% Hispanic: 35.81% White: 59.11% Two or More: 47.62% Homeless: 34.78%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP ELA  See Baseline (Baseline is from 2021 CAASPP)  The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP ELA (CDE Data Quest) Overall: 45.51% SWD: 10.66% Eco. Disadvantaged: 39.68% English Learner: 25.03% Asian: 62.07% African American: 28.22% Hispanic: 43.60% White: 60.57% Two or More: 51.86% Homeless: 27.12%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest) Overall: 44.77% SWD: 11.14% Low-Income: 40.46% English Learner: 20.41% LTEL (Long-Term EL): 5.00% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06%	Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 20.22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP Math Overall: 25.74% SWD: 4.79% Eco. Disadvantaged: 20.84% English Learners: 8.95% Asian: 29.17% African American: 12.12% Hispanic: 22.91% White: 43.19% Two or More: 33.33% Homeless: 13.64%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP MATH  See Baseline (Baseline is from 2021 CAASPP)  The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.  Once the California School Dashboard resumes publication,	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP Math (CDE Data Quest) Overall: 29.97% SWD: 8.26% Eco. Disadvantaged: 24.90% English Learners: 14.60% Asian: 48.28% African American: 13.50% Hispanic: 28.02% White: 43.32% Two or More: 41.67% Homeless: 17.24%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest) Overall: 33.66% SWD: 8.60% Low-Income: 29.12% English Learners: 12.50% Asian: 51.72% African American: 23.78% Hispanic: 31.32% White: 46.33% Two or More: 46.43% Homeless: 19.42%	Percent Proficient Percentage of Students Scoring Proficient (Exceeded or met) CAASPP Math Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 13.95% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>use of the color-coded California School Dashboard Metrics will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services under Goal #3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators.

**CHALLENGES** New teacher induction was a challenge with recent changes made by the state in regards to testing, qualifications, and credentialing. Our induction team has done a great job supporting new teachers through this process, however, we are finding that new teachers are feeling the pressure more with added work in studying for their own assessments on top of their normal job duties.

**SUCSESSES** Professional Development has been an area of success per teacher survey feedback. HESD has continued with three days dedicated to professional development (August 10, 2023, October 16, 2023, and January 26, 2024) for all teachers which keeps our teachers well-trained in their content areas. There has been a PD focus on providing targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). Weekly collaboration time for teachers continues to be a great success where



teachers (and administration) conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher feedback is that teachers and administration truly appreciate this dedicated time to plan, analyze, and create standards-based lessons based on need.

- \* Action 3.1: Learning directors provided school-site based professional development and support for teachers. The district conducted three teacher professional development days in 2023-2024.
- \* Action 3.2: Teachers were provided with collaboration time each Wednesday.
- \* Action 3.3: The induction program served new teachers throughout the 2023-2024 school year.

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.

Goal #3 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #3 is approximately 4.94%. The estimated actual expenditures were slightly less than the budgeted expenditures.

- \* Action 3.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 3.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 3.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions and services under Goal 3 continue to be effective and led to the hiring, support, and retention of qualified teachers, support staff, and administrators. Learning Directors developed and implemented training for teaching staff at their schools. Learning Directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers new to the profession, with preliminary teaching credentials, were provided with a beginning teacher support program that led toward the attainment of a professional clear credential. Teachers received three days of professional development. Teachers were provided with ongoing training, support, and in-class coaching through a Learning Director at each school site. Learning Directors support teachers at their school sites by assessing the specific professional development needs of teachers/grade level teams and providing that support directly or utilizing staff developers at county offices of education.

The HESD Teacher Survey indicates that teachers overwhelmingly believe that the three professional development days are an important resource that will lead to increased academic achievement for students with over 90% choosing "Strongly Agree" or "Agree".

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

Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

**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.**

## Goals and Actions

### Goal

Goal #	Description
4	Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates	<p>The district's suspension rate was 2.7% (2019 Dashboard/2019 Dataquest).</p> <p>Dashboard: All Students: 2.7% (Green) Dataquest: 2.8%</p> <p>Dashboard: EL: 1.4% (Green) Dataquest: 1.4%</p> <p>Dashboard: SED: 2.9% (Green) Dataquest: 3.1%</p> <p>Dashboard: SWD: 5.7% (Orange) Dataquest: 6.0%</p> <p>Dashboard: Hisp: 2.2% (Green)</p>	<p>CA School Dashboard is suspended for 2021.</p> <p>Data from the California Department's Dataquest website will be used for this metric--See below.</p> <p>Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. As a result of schools being closed, fewer students were suspended than would have been if schools had remained open for the entire year.</p> <p>All Students: 0.5%</p>	<p>The district's suspension rate was 4.4% (2022 Dashboard/2022 Dataquest).</p> <p>Dashboard: All Students: 4.4% (High) Dataquest: 4.5%</p> <p>Dashboard: EL: 4.6% (High) Dataquest: 4.7%</p> <p>Dashboard: SED: 5.0% (High) Dataquest: 5.0%</p> <p>Dashboard: SWD: 6.4% (Very High) Dataquest: 7.0%</p> <p>Dashboard: Hisp: 4.1% (High) Dataquest: 4.2%</p>	<p>The district's suspension rate was 5.4% (2023 CA Dashboard).</p> <p>Dashboard: All Students: 5.4% (Orange) Dashboard: EL: 4.6% (Orange) Dashboard: SED: 6.1% (Red) Dashboard: SWD: 6.3% (Red) Dashboard: Hisp: 5.1% (Orange) Dashboard: Asian: 0% (Blue) Dashboard: AfAm: 11.6% (Red) Dashboard: Filipino: 0% (Blue) Dashboard: 2/More: 6.0% (Orange) Dashboard: White: 5.4% (Orange)</p>	<p>The district's suspension rate will be 2.4% (Decline of 0.3%).</p> <p>Dashboard: All Students: 1.8% (Green) Dataquest: 1.9%</p> <p>Dashboard: EL: 0.5% (Blue) Dataquest: 0.5%</p> <p>Dashboard: SED: 2.0% (Green) Dataquest: 2.2%</p> <p>Dashboard: SWD: 3% (Green) Dataquest: 3.3%</p> <p>Dashboard: Hisp: 1.3% (Green) Dataquest: 1.4%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dataquest: 2.3%  Dashboard: Asian: 1.9% (Green) Dataquest: 1.9%  Dashboard: AfAm: 8.2% (Red) Dataquest: 8.2%  Dashboard: Filipino: 0% (Blue) Dataquest: 0%  Dashboard: 2/More: 6.7% (Red) Dataquest: 6.3%  Dashboard: White: 3.2% (Yellow) 3.3%  Dashboard: Foster: 12.2% (Red) Dataquest: 12.1%  Dashboard: Homeless: 4.9% (Yellow) Dataquest: 5.4%	EL: 0.3% SED: 0.6% SWD: 0.3% Hisp: 0.5% Asian: 0% AfAm: 1.1% Filipino: 0% 2/More: 0.5% White: 0.7% Foster: 2.5% Homeless: 1.6%	Dashboard: Asian: 4.2% (High) Dataquest: 4.2%  Dashboard: AfAm: 9.1% (Very High) Dataquest: 9.6%  Dashboard: Filipino: 0% (Very Low) Dataquest: 0%  Dashboard: 2/More: 4.6% (High) Dataquest: 4.5%  Dashboard: White: 4.2% (High) Dataquest: 4.3%  Dashboard: Foster: 4.5% (High) Dataquest: 4.8%  Dashboard: Homeless: 9.4% (Very High) Dataquest: 9.5%  Dashboard: Am Indian: 13.2% (Very High) Dataquest: 11.1%	Foster: 8.2% (Red) Dashboard: Homeless: 7.9% (Orange)	Dashboard: Asian: 1.0% (Green) Dataquest: 1.0%  Dashboard: AfAm: 5.2% (Yellow) Dataquest: 5.2%  Dashboard: Filipino: Between 0% and 3%(Green) Dataquest: Between 0% and 3%  Dashboard: 2/More: 3% (Green) Dataquest: 3.4%  Dashboard: White: 2.3% (Green) Dataquest: 2.4%  Dashboard: Foster: 6% (Yellow) Dataquest: 5.9%  Dashboard: Homeless: 3% (Green) Dataquest: 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate as measured by all of the following, as applicable: B. Pupil expulsion rates	The district's expulsion rate was 0.50%.	The district's expulsion rate was 0%  Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. As a result of schools being closed, fewer students were expelled than would have been if schools had remained open for the entire year.	The district's expulsion rate was 0.10%. (2022 Data Quest)	The district's expulsion rate was 0.05%. (28 expulsions with 5529 enrollment size - 2023)	The district's expulsion rate will be below 0.50%.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: A. School attendance rate	The district's school attendance rate was 96.1%.	The district's school attendance rate was 96.1%  Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. During periods of distance learning, attendance was calculated based on the work students turned in each week.	The district's school attendance rate was 89.6%. (based off Annual report 21-22)	The district's school attendance rate was 92.8% (2022-2023).	The district's school attendance rate will be 97%.
Priority 5: Pupil Engagement as measured by all of the	The District's chronic absenteeism rate was 7.9% (2019	CA School Dashboard is suspended for 2022. Data from the	The District's chronic absenteeism rate was 41.5% (2022	The District's chronic absenteeism rate was	The District's chronic absenteeism rate will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
following, as applicable: B. Chronic absenteeism rates	<p>Dashboard/2019 Dataquest)</p> <p>Dashboard: Overall: 7.9% (Yellow) Dataquest: 7.9%</p> <p>Dashboard: EL: 6.2% (Orange) Dataquest: 5.8%</p> <p>Dashboard: SED: 8.6% (Yellow) Dataquest: 8.2%</p> <p>Dashboard: SWD: 13.7% (Red) Dataquest: 13.3%</p> <p>Dashboard: Hisp: 7.6% (Yellow) Dataquest: 7.6%</p> <p>Dashboard: Asian: 5.9% (Orange) Dataquest: 5.9%</p> <p>Dashboard: AfAm: 10.3% (Orange) Dataquest: 10.9%</p> <p>Dashboard: Filipino: 8.3% (Orange) Dataquest: 8.3%</p>	<p>California Department's Dataquest website will be used for this metric--See below.</p> <p>Note: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing absenteeism data across academic years.</p> <p>Overall: 12.3% EL: 9.1% SED: 14.7% SWD: 16.8% Hisp: 12.2% Asian: 4.2% AfAm: 21.9% Filipino: 2.4% 2/More: 7.2% White: 11.6%</p>	<p>Dashboard/2022 Dataquest) - During Covid Pandemic</p> <p>Dashboard: Overall: 41.5% (Very High) Dataquest: 41.0%</p> <p>Dashboard: EL: 36.7% (Very High) Dataquest: 36.5%</p> <p>Dashboard: SED: 45.3% (Very High) Dataquest: 44.8%</p> <p>Dashboard: SWD: 55.2% (Very High) Dataquest: 52.3%</p> <p>Dashboard: Hisp: 42.4% (Very High) Dataquest: 41.9%</p> <p>Dashboard: Asian: 27.1% (Very High) Dataquest: 27.1%</p> <p>Dashboard: AfAm: 47.8% (Very High) Dataquest: 47.7%</p> <p>Dashboard: Filipino: 20.0% (High) Dataquest: 18.2%</p>	<p>22.1% (2023 Dashboard)</p> <p>Dashboard: Overall: 22.1% (Yellow) Dashboard: EL: 18.1% (Yellow) Dashboard: SED: 24.3% (Yellow) Dashboard: SWD: 29.6% (Yellow) Dashboard: Hisp: 22.3% (Yellow) Dashboard: Asian: 6.4% (Green) Dashboard: AfAm: 29.3% (Yellow) Dashboard: Filipino: 9.1% (Green) Dashboard: 2/More: 23.6% (Yellow) Dashboard: White: 19.7% (Yellow) Dashboard: Foster Youth: 17.6% (Yellow) Dashboard: Homeless: 36.8% (Yellow) Dashboard: Am Indian: 23.8% (Orange)</p>	<p>be 7.4% (Decrease of 0.5%)</p> <p>Dashboard: Overall: 7.4% (Green) Dataquest: 7.4%</p> <p>Dashboard: EL: 4.7% (Green) Dataquest: 4.3%</p> <p>Dashboard: SED: 7.1% (Green) Dataquest: 6.7%</p> <p>Dashboard: SWD: 10% (Green) Dataquest: 9.6%</p> <p>Dashboard: Hisp: 6.1% (Green) Dataquest: 6.1%</p> <p>Dashboard: Asian: 4.4% (Green) Dataquest: 4.4%</p> <p>Dashboard: AfAm: 4.9% (Green) Dataquest: 5.5%</p> <p>Dashboard: Filipino: 6.8% (Green) Dataquest: 6.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard: 2/More: 8.3% (Green) Dataquest: 8.6%  Dashboard: White: 8.2% (Yellow) Dataquest: 8.2%  Dashboard: Foster Youth: 11.6% (Orange) Dataquest: 11.6%  Dashboard: Homeless: 22.8% (Yellow) Dataquest: 22.6%  Dashboard: Am Indian: 18.9% (Orange) Dataquest: 18.9	Foster Youth: 29.7% Homeless: 47.4% Am Indian: 22.2%	Dashboard: 2/More: 40.1% (Very High) Dataquest: 37.0%  Dashboard: White: 36.0% (Very High) Dataquest: 35.3%  Dashboard: Foster Youth: 54.0% (Very High) Dataquest: 51.7%  Dashboard: Homeless: 60.5% (Very High) Dataquest: 60.7%  Dashboard: Am Indian: 47.4% (Very High) Dataquest: 47.2%		Dashboard: 2/More: 6.8% (Green) Dataquest: 7.1%  Dashboard: White: 6.7% (Green) Dataquest: 6.7%  Dashboard: Foster Youth: 5.6% (Green) Dataquest: 5.6%  Dashboard: Homeless: 10% (Yellow) Dataquest: 9.8%  Dashboard: Am Indian: 10% (Green) Dataquest: 10%
Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0% (2023)	Middle school dropout rate will be 0%
Priority 6: School Climate as measured by all of the following, as applicable:	93% of parents agree or strongly agree with the statement, "My child is safe at school"	92.54% of parents agree or strongly agree with the statement, "My child is	SENSE OF SAFETY Per 2022-2023 HESD PARENT SURVEY	SENSE OF SAFETY Per 2023-2024 HESD PARENT SURVEY	The percentage of parents who agree or strongly agree with the statement, "My

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p>on the 19-20 HESD Parent Survey.</p> <p>83% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p> <p>Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their bargaining unit HETA.</p>	<p>safe at school" on the 21-22 HESD Parent Survey.</p> <p>77.61% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>	<p>96% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per 2022-2023 HESD STUDENT SURVEY 74.06% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>78.89% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>65.42% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other</p>	<p>96% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per 2023-2024 HESD STUDENT SURVEY 76% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>77% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>67% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p>	<p>child is safe at school" on the HESD Parent Survey will be 90% or more.</p> <p>The percentage of students who agree or strongly agree with the statement, "I feel safe at school" on the HESD Student Survey will be 90% or more.</p> <p>Minutes of HETA meet and consult will reflect that teachers agree that students are safe at school and connected to their school.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>adults are able to prevent bullying at my school."</p> <p>84.71% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>67.14% of students agree or strongly agree with the statement, "The school resource officer is an adult that I can talk to if I have a problem at school."</p> <p>78.61% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p> <p>SCHOOL CONNECTEDNESS: Per 2022-2023 HESD PARENT SURVEY:</p>	<p>86% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>70% of students agree or strongly agree with the statement, "The school resource officer is an adult that I can talk to if I have a problem at school."</p> <p>82% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p> <p>SCHOOL CONNECTEDNESS: Per 2023-2024 HESD PARENT SURVEY: 96% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>96% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs."</p> <p>96% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>98% of parents agree or strongly agree with the statement. "The Parent/Teacher conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>98% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for</p>	<p>about the school's programs."</p> <p>96% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>98% of parents agree or strongly agree with the statement. "The Parent/Teacher conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards."</p> <p>97% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for clarification and assistance form my child's teacher."</p> <p>98% of parents agree or strongly agree with</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>clarification and assistance form my child's teacher."</p> <p>99% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Nigh, and Parent Education Presentations."</p> <p>Per 2022-2023 HESD STUDENT SURVEY 73.37% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>80.83% of students agree or strongly agree with the statement, "Participating in band enriches (improves)</p>	<p>the statement, "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Nigh, and Parent Education Presentations."</p> <p>Per 2023-2024 HESD STUDENT SURVEY 75% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>85% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>67% of students agree or strongly agree with the statement, "Participating in art</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>my experience at school."</p> <p>65.91% of students agree or strongly agree with the statement, "Participating in art enriches (improves) my experience at school."</p> <p>71.34% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p> <p>Teacher Sense of Safety &amp; School Connectedness: Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their HETA bargaining unit. For example, September HETA Meet and Consult, topic 4: Teacher Safety (HETA/District):</p>	<p>enriches (improves) my experience at school."</p> <p>69% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p> <p>Teacher Sense of Safety &amp; School Connectedness: Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their HETA bargaining unit. For example, in February HETA Meet and Consult, topic 3: Teacher Safety (HETA/District): HETA is requesting to revisit the topic of handling extreme behaviors. During the October Meet and Consult, topic 4, the district and HETA worked together regarding "Break the Glass" feature in the</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			HETA is requesting training for de-escalating student behavior. District Assistance Superintendent shared there is a “choice” training opportunity at the upcoming professional development day in October. In addition, school psychologists can be invited to follow-up at individual staff meetings. There may also be trainings available through our Keenan website for school administrators to schedule as needed.	Student Information System around student and staff safety.	
Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of “Exemplary” on the California Facilities Inspection Tool (FIT)	All schools received a score of “Exemplary” on the California Facilities Inspection Tool (FIT) August 2021	2022: Most schools received a score of “Exemplary” on the California Facilities Inspection Tool (FIT). Jefferson received a score of "Fair". These schools received a score of "Good": Martin Luther King Jr., Monroe, Roosevelt,	2023-24: Most schools received a score of “Exemplary” on the California Facilities Inspection Tool (FIT). These schools received a score of "Good": Monroe, Roosevelt, and Woodrow	All schools will receive a score of “Exemplary” on the California Facilities Inspection Tool (FIT)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Woodrow Wilson Jr. High.		

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions under Goal #4 were well implemented overall (and expanded) with students attending safe, well-maintained schools and having access to standards-aligned materials.

**CHALLENGES** Hanford Elementary School District continues to face challenges, similar to Kings County and the State of California, with Chronic Absenteeism and student discipline leading to suspension as the social-emotional affects of the COVID pandemic linger. Anecdotal information and internal student absenteeism and discipline data from the 2023-2024 school year indicate that the COVID pandemic continues to have a negative impact on students' social and emotional wellbeing. In 2023-2024, there were still a large number of students with COVID-like symptoms who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, continued to be impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. There is a need to continue re-establishing the practices that had HESD Chronic Absenteeism rates lower than both the county and state.

**SUCSESSES** The successful implementation of actions and services that support students' social and emotional well-being continues to mitigate some of the negative impacts of the COVID pandemic. Based on student survey data, 36% of the students in grades 5-8 had visited their school counselor, while 79% said there is an adult at the school that they can talk with if they have a problem. The district's team of student support staff worked throughout the year to improve students' physical health and social-emotional well-being. The district coordinated several funding sources (including the LCAP) to significantly expand the level of support for students' physical health and social-emotional well-being last year and continued this year. During the school year, to mitigate the impact of the COVID pandemic on students' social and emotional well-being, the district continued with the 3 social workers as well as our school counselors, having one at every elementary school and 2 at each junior high school. Learning directors at the elementary schools and vice principals at the junior high schools coordinate services to ensure that students who need services receive them. Overall Chronic Absenteeism decreased significantly when compared to the previous year based on CDE DataQuest:

- \* All Students went from 41.50% chronically absent in 2022 to 21.60% in 2023
- \* African American students went from 47.80% chronically absent in 2022 to 29.60% in 2023
- \* Hispanic students went from 42.40% chronically absent in 2022 to 21.80% in 2023
- \* White students went from 36.00% chronically absent in 2022 to 19.20% in 2023
- \* Two or More Races went from 40.10% chronically absent in 2022 to 23.20% in 2023

\* Action 4.1: Coordination of Student Support. Learning directors at each school site monitored the social-emotional and health needs of students and coordinated the support that students' received from counselors, social workers, nursing staff, student specialists, and other staff. Learning directors are the homeless liaison for each school site and coordinated services for homeless students with the district's homeless liaison and social workers. The district maintained the two additional school social workers that were implemented previously (using ESSER funds) bringing the total to three across the district.

\* Action 4.2: Health Professionals (Physical/Mental/Social/Emotional). The district maintained its team of social-emotional and health services staff that was expanded previously, including nurses and counselors. The district team of LVNs (one per school site) was upgraded from part-time to full-time in 2021-2022 and the district maintained this level of support. The district maintained the addition of school counselors (using ESSER funds), which were expanded previously in order to have a school counselor at each elementary school and two counselors at each junior high.

\* Action 4.3: Additional support staff provided direct services to students to promote a positive school climate, good citizenship, and school safety including student specialists, vice principals (junior highs), school resource officers, and yard supervisors. The district maintained a community day school for students with significant behavior challenges.

\* Action 4.4: Transportation. HESD transportation was provided for elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school.

#### 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.

Goal #4 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #4 is approximately 7.66%. The estimated actual expenditures were slightly less than the budgeted expenditures.

\* Action 4.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.1.

\* Action 4.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.2.

\* Action 4.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.3.

\* Action 4.4: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.4.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Hanford Elementary School District is still feeling the lingering effects of the COVID pandemic, both in Chronic Absenteeism and Suspension rates compared to pre-COVID times. Even though our data for more than the past decade has shown a decrease in both Chronic Absenteeism and Suspension Rate, in 2022-2023 and again in 2023-2024, rates have increased. Anecdotal observations along with internal

data for the school year show that students have experienced a decline in social-emotional well-being. This decline is most significant at the district's junior high schools.

#### CHRONIC ABSENTEEISM

The COVID pandemic had a profound effect on student attendance. During the school year, there were a significant number of students with COVID-like symptoms who missed many days of school. In the years leading up to the pandemic, the district's chronic absenteeism rate remained below that of the state and Kings County overall. Data continues to show that the district's programs and services supporting students' social-emotional well-being and physical health are effective. During the 2022-2023 school year, schools were able to re-incorporate programs and activities that promoted school attendance that the state and county departments of health required them to suspend the previous year, and this year those programs and services have continued and expanded. This has helped to improve attendance, however, attendance rates are still not back to pre-COVID rates. Analysis of the district's Chronic Absenteeism rate shows the following: Overall (All Students) Suspension Rates (per CDE DataQuest):

- \* 2017: 8.0% (County: 9.5%, State: 10.8%)
- \* 2018: 7.7% (County: 9.4%, State: 11.1%)
- \* 2019: 7.9% (County: 9.7%, State: 12.0%)
- \* 2020: N/A (COVID Shutdown)
- \* 2021: 12.3% (County: 15.3%, State: 14.3%)
- \* 2022: 41.0% (County: 36.9%, State: 30.8%)
- \* 2023: 21.6% (County: 21.1%, State: 25.4%)

In looking at the Data, you can see in 22-23, our Chronic Absenteeism rate declined drastically and is now once again below the state level.

#### SUSPENSION RATE

The data measuring school climate, especially suspensions and absenteeism, have been significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have led to a significant and steady decline in suspensions. The district's programs and services for students under Goal #4 during the pandemic have mitigated the negative effects on their social-emotional well-being. This indicates a need to continue, and where possible, expand the services and programs that support students' social-emotional well-being and physical health.

The district's suspension rate declined by more than fifty percent between 2013 and 2019 (the last data set prior to the pandemic). Analysis of the district's suspension rate shows the following: Overall (All Students) Suspension Rates (per CDE DataQuest):

- \* 2013: 6.3% (County: 8.0%)
- \* 2014: 5.0% (County: 6.8%)
- \* 2015: 5.4% (County: 6.4%)
- \* 2016: 4.5% (County: 5.7%)
- \* 2017: 3.4% (County: 5.9%)
- \* 2018: 3.1% (County: 5.7%)
- \* 2019: 2.8% (County: 4.9%)



- \* 2020: 2.9% (County: 3.9%)
- \* 2021: 0.5% (County: 1.0%) (School closures and extended periods of distance learning affected student suspensions and suspension rates in 2020-2021.)
- \* 2022: 4.5% (County: 5.8%)
- \* 2023: 5.6% (County: 6.8%)

Even though suspension rates have increased, they continue to remain lower than the county, and school sites will continue to re-incorporate the strategies and supports that were in place prior to COVID when suspension rates were lower.

## SUCSESSES

The district's team of student support staff worked throughout the year to improve students' physical health and social-emotional well-being. The district coordinated several funding sources (including the LCAP) to significantly expand the level of support for students' physical health and social-emotional well-being last year and continued this year. The expanded services are as follows. Some of the personnel listed below are funded with the LCAP and some are funded with other sources:

- \* Counselor at each elementary school
- \* Two counselors at each junior high school
- \* Three social workers (increased from one)
- \* LVNs at each school site increased from part-time to full-time

## CHALLENGES

As seen in the data above, the COVID pandemic continues to have a profound effect on students' physical health and social-emotional well-being in relation to pre-COVID data. This is especially evident with the district's junior high school students. The effects of the pandemic have manifested in increased discipline incidents and absenteeism. Although the district's team of student support staff have worked tirelessly to support students' physical health and social-emotional wellbeing, there is much more work that remains.

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

Metrics will be switched back to CA Dashboard data from using DataQuest for monitoring Suspension Rates and Chronic Absenteeism Rates. DataQuest will still be used for comparison between district and county, however, for the metrics in the LCAP, the CA Dashboard data will be used for reporting and goal setting.

Baseline and Desired Outcomes for 2023–24 for the above metrics will be CA Dashboard based.

\* Action 4.1: Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

\* Action 4.2: LVNs will continue as full-time to further increase/improve services for students. LVNs will also continue as full-time with plans to continue in the future.

\* Action 4.3: Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

**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.**

## Goals and Actions

### Goal

Goal #	Description
5	Communication between schools and home will be regular and meaningful.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	<p>Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2019-2020 Parent/teacher attendance rate: 99.1%.</p> <p>2020 HESD Parent Survey:</p>	<p>Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2021-2022 Parent/teacher attendance rate: 99.5%</p> <p>2021-2022 HESD Parent Survey:</p>	<p>Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2022-2023: Parent/teacher attendance rate: 99.8%.</p> <p>2022-2023 HESD Parent Survey:</p>	<p>Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2023-2024: Parent/teacher attendance rate: 99.9%.</p> <p>2023-2024 HESD Parent Survey:</p>	<p>The parent conference attendance rate will be 95% or greater.</p> <p>The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.</p> <p>Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards. (95% or greater)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	95% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.	Agree/Strongly Agree: 96.51% Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.	98% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.	97% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.	The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math. (95% or greater)
	95% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.	Agree/Strongly Agree: 94.22% The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.	97% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.	98% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.	
	95% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	Agree/Strongly Agree: Not Available I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	96% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	98% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	
Priority 3: Parental Involvement addresses:	The District received a score of "Met" on the 2021 California	Although the CA School Dashboard is suspended for 2021-	The District received a score of "Met" on the 2022 California School Dashboard	The District received a score of "Met" on the 2023 California School Dashboard	The District will receive a score of "Met" on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B.How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	School Dashboard local indicator for Parent Engagement.	2022, the district completed the required Local Indicators and posted them on the CA School Dashboard. The district would have received a score of "Met" on the Implementation of Academic Standards Local Indicator if the dashboard were not suspended.	local indicator for Parent Engagement.	local indicator for Parent Engagement.	local indicator for Parent Engagement.
Priority 3: Parental Involvement addresses: A.The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings,	Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings,	Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings,	Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings,	The district and schools maintain the required committees.  The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.  I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2019-2020 HESD Parent Survey: 95% Agree/Strongly Agree : I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>93% Agree/Strongly Agree: There are adequate opportunities for me to become informed</p>	<p>and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2021-2022 HESD Parent Survey: Agree/Strongly Agree : 95.93% I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 92.89% There are adequate opportunities for me to become informed</p>	<p>and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2022-2023 HESD Parent Survey: Agree/Strongly Agree : 99% I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 96% There are adequate opportunities for me to become informed</p>	<p>and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2023-2024 HESD Parent Survey: 98% Agree/Strongly Agree: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>96% Agree/Strongly Agree: There are adequate opportunities for me to become informed</p>	<p>workshops, back to school night, and parent education presentations. (95% or greater)</p> <p>There are adequate opportunities for me to become informed about the school's programs. (95% or greater)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	about the school's programs.	about the school's programs.	about the school's programs.	about the school's programs.	

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services under Goal #5 were well-implemented with communication between schools and home being regular and meaningful.

**CHALLENGES** A challenge the district faces is the use of ParentVue, our district's online program that shows grades and other details for their child. Based on the Parent Survey, only 48% of the parents said they use ParentVue to view their child's progress regularly, which is an increase from last year's 38%. 37% of Parents said they use ParentVue sometimes to view their child's progress, and 15% said they do not use ParentVue.

**SUCSESSES** Parents in Hanford Elementary have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. The district's parent/teacher conference attendance rate is 99.9% for 2023-2024. On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs. To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, educational partner groups will continue to provide input and recommendations on the district's programs and services.

\* Action 5.1: The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress.

\* Action 5.2: School sites and the district provided parents with a variety of informational, training/educational, and social activities that included parent/family activities to support academics and social-emotional well-being.

\* Action 5.3: The district and school sites maintained the required committees for parent input. These committees met regularly throughout the year.

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.

Goal #5 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #5 is approximately 0.51%. The estimated actual expenditures were slightly less than the budgeted expenditures.

- \* Action 5.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 5.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
- \* Action 5.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district's actions under Goal #5 were effective in delivering meaningful, two-way communication to families:

- \* Action 5.1: The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress. The parent conference attendance rate was 99.8%. Parents overwhelmingly strongly agree/agree that they receive meaningful and timely communication on their students' progress/achievement.
- \* Action 5.2: School sites and the district provided parents with a variety of informational, training/educational, and social activities. The district and individual school sites provided a variety of parent/family activities to support academics and social-emotional wellbeing. Parents overwhelmingly Agree/Strongly Agree that:
  - \*\* 97% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.
  - \*\* 98% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.
  - \*\* 98% Agree/Strongly Agree: I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back-to-school night, and parent education presentations.
  - \*\* 96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.
- \* Action 5.3: The district and school sites maintained the required committees for parent input. These committees met regularly throughout the year. Input/recommendations from these committees were communicated regularly to the HESD Board of Trustees and incorporated into the district's LCAP.

A Parent Liaison provided outreach, education, and communication to families of students across the district. A Parent Outreach Center staffed by the Parent Liaison, for the parents of EL students was in place on the campus of Lincoln Elementary school. EL parents from across the district had access to this center, which was stocked with books, supplies, and materials. EL parents had access to an iPad lab at the outreach center. The center provided a variety of educational sessions as well as drop-in hours. Additionally, eBooks, (English and Spanish) that can be read on iPads or other devices were purchased for EL parents to check out.



Activities, including parent academies and training at the parent outreach center and at school sites, have been well-attended. Parents, in overwhelming numbers, agree that they are provided with information regarding parent meetings/activities such as school site council, English learner advisory committee, parent Workshops, back-to-school night, and parent education presentations; that there are adequate opportunities to become informed about the school's programs; that parent/teacher conferences are helpful; and that they receive information about their students' progress.

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

The question on the HESD Parent Survey, and thus the related expected outcome, "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports. (95% or greater)" will be discontinued. Most parents now receive information about their child's progress through the district's online portal called ParentVue. Some of the tools listed in the question (yellow cards, progress reports, and notes are no longer used as they have been replaced by the ParentVue system.) Parents requesting paper communication/progress reports will be provided with them.

Action 5.2: Due to the popularity of parent education activities and to the academic progress made by students whose parents participated in the activities, this action will continue to be expanded from serving only families of EL students to serving families of students who are low-income, foster youth, and English learners. The "Population Served" was changed to reflect this expansion (Low Income, Foster Youth, English learners, LEA-Wide). Data from district assessments show that Unduplicated (EL) students whose families participated in these activities had greater gains in achievement than students whose families did not. The amount budgeted for parent outreach and education activities was increased.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

**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.**

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

California Department of Education  
November 2023

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 06/12/2024

**ITEM:****PUBLIC HEARING - 2024-2025 Hanford Elementary School District Budget****PURPOSE:**

The proposed 2024-2025 Hanford Elementary School District Budget that will be reviewed during the public hearing.

The Budget can be viewed on the following link:

<https://resources.finalsite.net/images/v1717004735/hesdk12caus/i9f9vb8pd0pljizjh4ua/2024-25HanfordESDBudget.pdf>

**FISCAL IMPACT:**

The fiscal impact of the budget will be discussed at the public hearing.

**RECOMMENDATIONS:**

This item is informational only.

## **PUBLIC NOTICE**

### 2024-2025 Budget Hearing

Public Hearings for the 2024-25 Hanford Elementary School District Local Control Accountability Plan and District Budget will be held by the Trustees of the Hanford Elementary School District on June 12, 2024, at 5:30 p.m. in the District Office Board Room at 714 N. White Street, Hanford, CA 93230.

Any taxpayer directly affected by the Hanford Elementary School District may appear before the Trustees of the Hanford Elementary School District and speak on the proposed budget or any item therein. The proposed budget may be inspected by the public from June 5, 2024, 7:30 a.m. to 4:30 p.m., through June 12, 2024, 7:30 a.m. to 4:30 p.m., in the District Office at 714 N. White Street, Hanford, CA 93230.

Date to Publish: May 29, 2024

Paper to Publish: Hanford Sentinel

Contact: David Endo



**Hanford Elementary School District  
2024-2025 Budget**

**Public Hearing  
June 12, 2024**

**Adoption  
June 26, 2024**



Hanford Elementary School District  
 714 N White Street Hanford, CA 93230  
[www.hanfordesd.org](http://www.hanfordesd.org)  
**(559) 585-3600 Fax: (559) 584-7833**

#### Board of Trustees

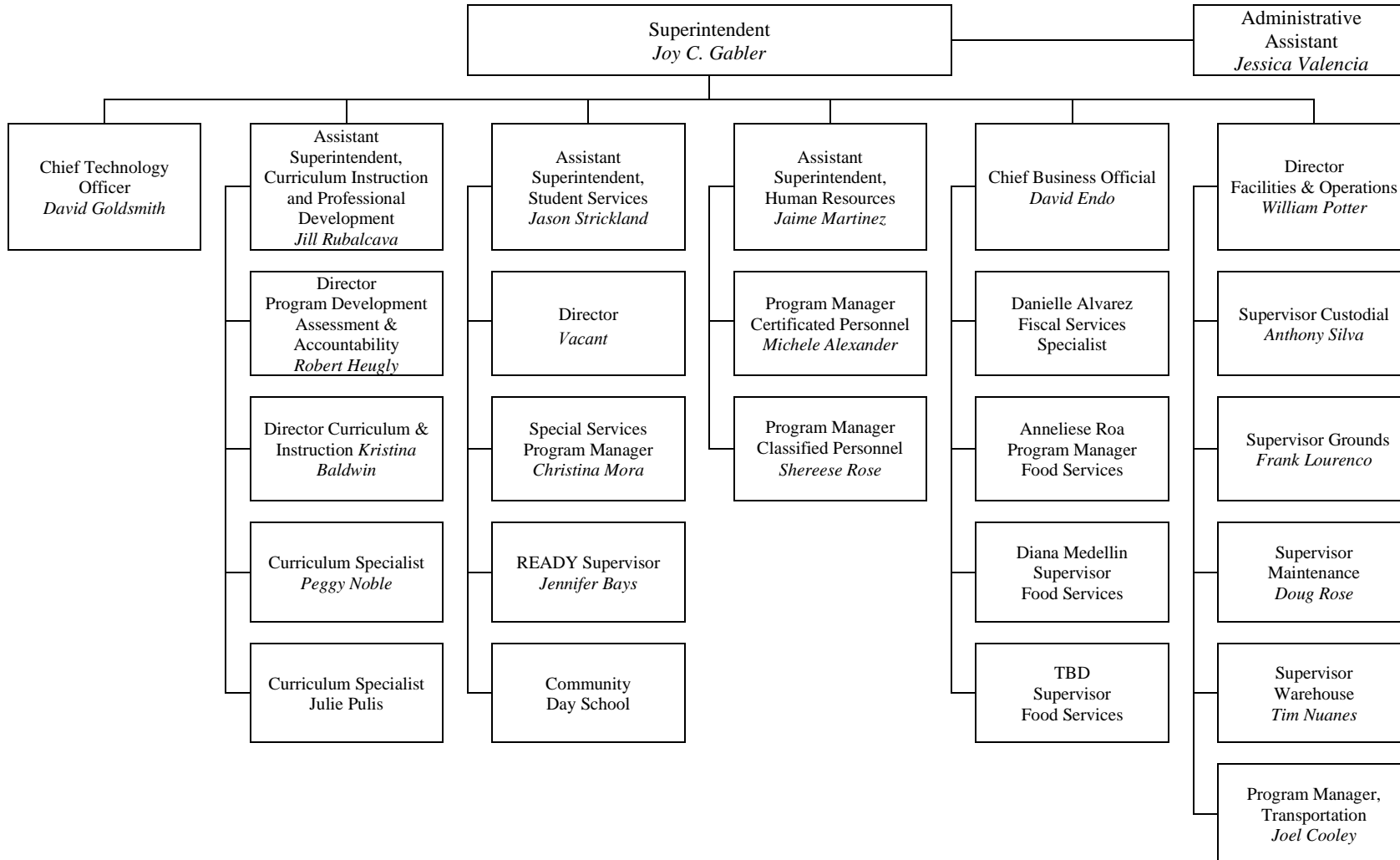
Greg Strickland, President  
 Robert "Bobby" Garcia, Vice President  
 Lupe Hernandez, Clerk  
 Tim Revious  
 Jeff Garner

The Board of Trustees meets the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of every month in the District board room.

### District Administration

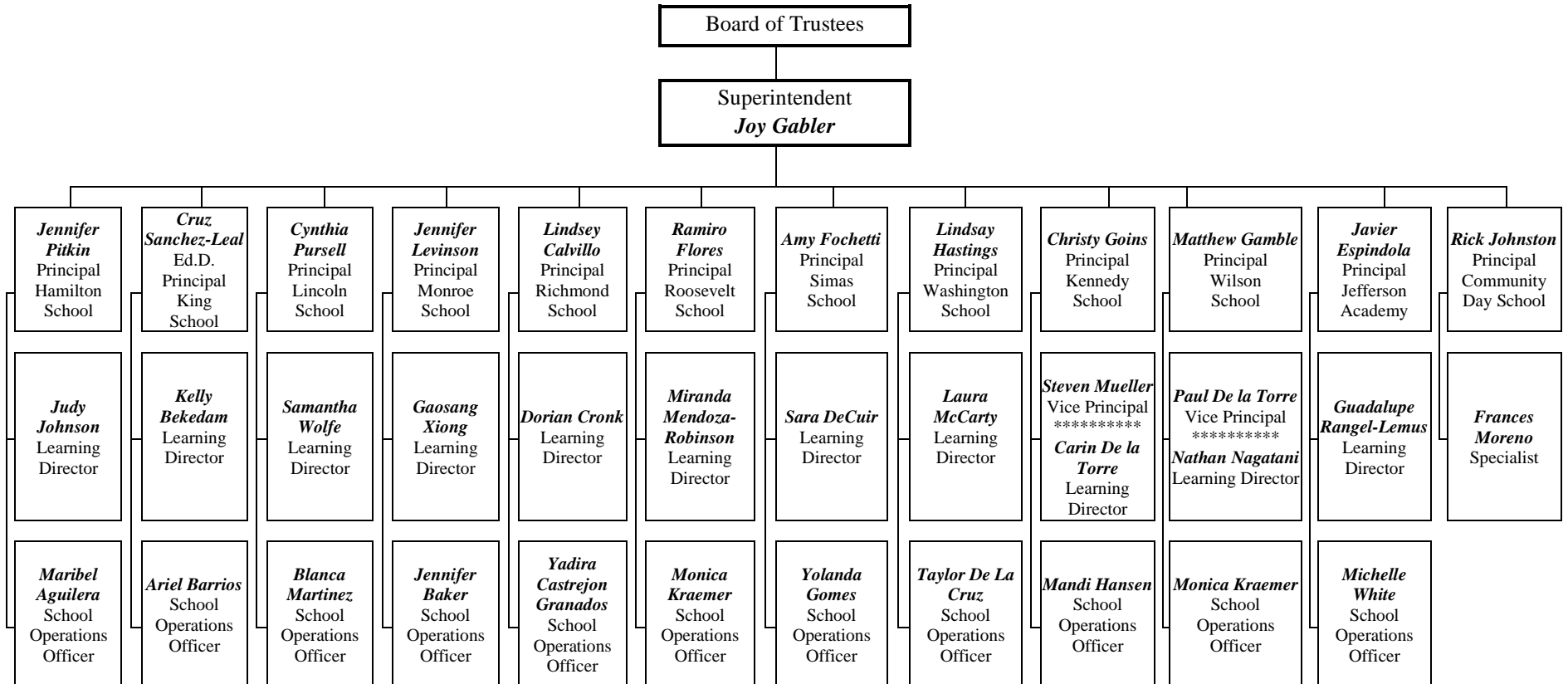
Joy Gabler, Superintendent  
 David Endo, Chief Business Official  
 Jill Rubalcava, Assistant Superintendent of Curriculum  
 Jason Strickland, Assistant Superintendent of Student Services  
 Jaime Martinez, Assistant Superintendent of Human Resources  
 William Potter, Director of Facilities and Operations  
 David Goldsmith, Chief Technology Officer

## Hanford Elementary School District Organizational Chart 2024-2025





# Hanford Elementary School Administration Organizational Chart 2024-2025





## BOARD GOALS

### *“Promoting Excellence”*

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.

The District will hire, support, and retain qualified teachers, support staff, and administrators.

Students will attend a safe, well maintained school and will have access to standards aligned materials.

Communication between schools and home will be regular and meaningful.



## BUDGET BASICS

The Hanford Elementary School District Budget is the financial expression of all the educational programs. The budget is an estimate of proposed revenues and expenditures for a stated period of time and for specified purposes.

The development of this budget involves input from the Board and the staff through a variety of meetings and communications.

The 2024-2025 District Budget consists of eleven different funds.

### **District Funds**

General Fund

Student Activity Special Reserve Fund\*

Charter Schools Fund\*

Cafeteria Fund

Deferred Maintenance\*

Pupil Transportation Equipment Fund\*

Special Reserve Fund for Other Post-Employment Benefits\*

Capital Facilities Fund\*

School Facility Fund\*

Special Reserve Capital Outlay Fund\*

Self-Insurance Fund\*

\*See page 31 for details



## BUDGET DEVELOPMENT

The budget is developed utilizing the best and most current information available from state, county, and local sources. It is a working document and is used to monitor budgets for accountability. The approved budget adopted by the Board reflects the proposed spending plan based on current information and assumptions as shown below. As these conditions change, budget revisions will be presented to the Board for action at minimum after the 1<sup>st</sup> and 2<sup>nd</sup> Interim Reports.

Assumptions for the 2024-2025 General Fund Budget

Description	Total
Estimated Funded Average Daily Attendance (includes resident KCOE ADA)	5,349.86
Base Grant Amount (TK-3 and includes COLA Adjustment)	\$10,025
Base Grant Amount (4-6 and includes COLA Adjustment)	\$10,177
Base Grant Amount (7-8 and includes COLA Adjustment)	\$10,478
Deficit	0.00%
COLA Adjustment	1.07%
Estimated General Fund Beginning Balance	\$50,248,289

Employer Benefit Rates

Description	Total
State Teachers Retirement System	19.10%
Public Employees Retirement System	27.05%
Social Security	6.20%
Medicare	1.45%
State Unemployment Insurance	0.50%
Worker's Compensation	2.02%



## GENERAL FUND

The Hanford Elementary School District budget consists of several funding sources, both unrestricted and restricted funds. The main funding source to the General Fund is the State Local Control Funding Formula (LCFF) funding and local tax dollars. The General Fund is broken into several funding resources as follows:

Resource	Description
0000	General Purpose (LCFF/Taxes)
0033	Matching Grants
0097	Safety Credits
0332	LCFF, Supplemental/Concentration
1100	Lottery
1400	Education Protection Account
2600*	Expanded Learning Opportunities Program
3010*	Title I
3150*	School-wide Programs
3182*	School Improvement
3213*	Elementary & Secondary School Emergency Relief III
3218*	ELO Grant: ESSER III
3310*	Special Education – Federal
3311*	Special Education – Federal (Private Schools)
3327*	Special Education – Federal Mental Health
4035*	Title II Teacher Quality
4127*	Title IV
4201*	Title III, Immigrant Education Program
4203*	Title III, Limited English Proficiency
6010*	Healthy Start-ASES
6053*	CA Pre kinder planning and Implementation
6266*	Educator Effectiveness
6300*	Lottery: Restricted Instructional Materials
6500*	Special Education
6546*	Mental Health Related Services
6547*	Special Education Early Intervention Preschool Grant
6762*	Arts, Music and Instructional Material Discretionary BG
6770*	Proposition 28: Arts & Music in Schools
7032*	Child Nutrition: Kitchen Infrastructure & Training Grant
7399*	LCFF Equity Multiplier

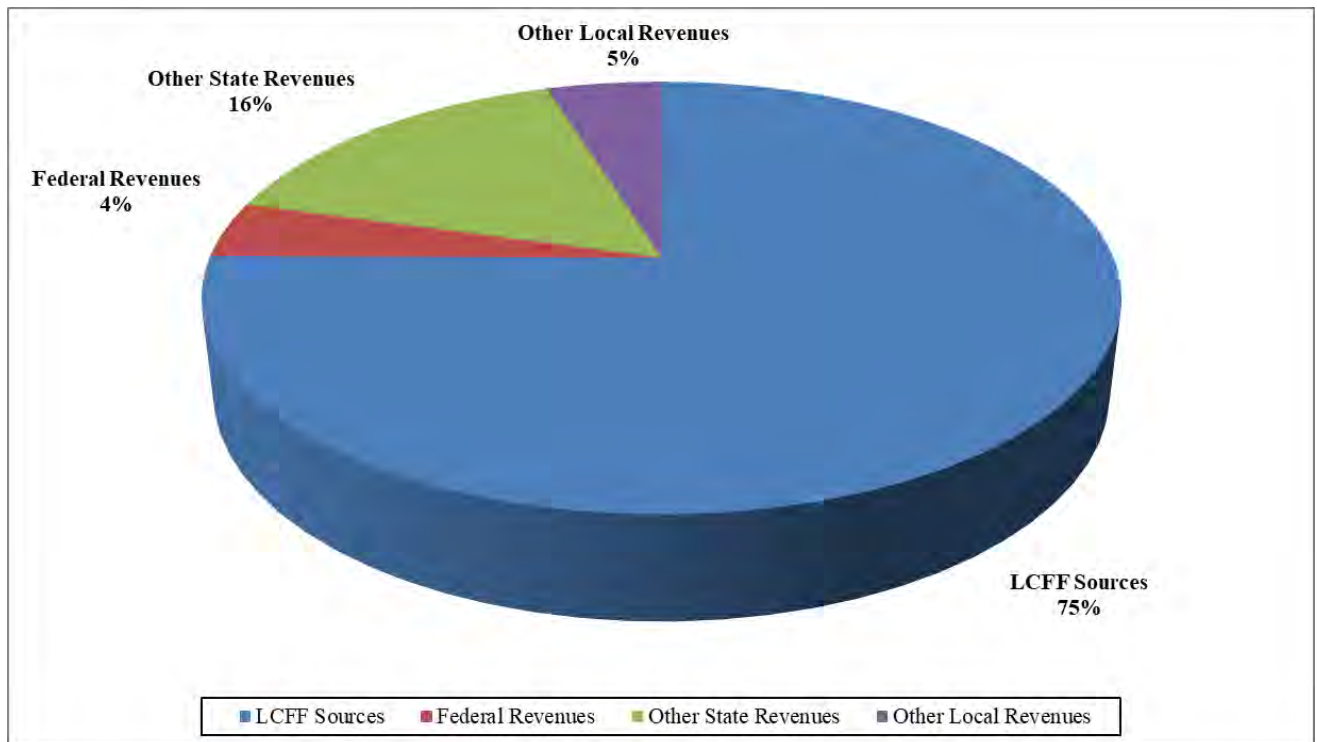
7415*	Classified Summer Assistance
7422*	In Person Instruction Grant
7435*	Learning Recovery Emergency Block Grant
7690*	STRS On-Behalf Pension Contributions
8150*	Routine Restricted Maintenance
9010*	Other Local
9029*	Other Local (SJVAPCD grant)
9062*	Community Development Funds
9064*	Medi-Cal Billing Option

\*Restricted Funds may be used only for the stated purposes of the program for which they have been funded.

# GENERAL FUND REVENUES

## 2024-2025

LCFF Sources	\$76,673,151
Federal Revenues	\$4,256,215
State Revenues	\$16,172,115
Local Revenues	\$4,941,075
<b>TOTAL GENERAL FUND REVENUES</b>	<b>\$102,042,556</b>



# Major Components of General Fund Revenues

- Local Control Funding Formula Sources
  - State Aid \$ 57,283,644
  - Education Protection Account \$ 16,300,965
  - Property Taxes \$ 3,499,318
  
- Federal Revenues
  - Title I \$ 2,270,000
  - ESSER III \$ 888,477
  - Title II \$ 290,000
  - Title III \$ 250,000
  - Title IV \$ 165,000
  - Special Education \$ 255,339
  
- Other State Revenues
  - Unrestricted Lottery \$ 973,000
  - Restricted Lottery \$ 396,000
  - Mandated Cost Reimbursements \$ 194,096
  - Expanded Learning Opportunities \$ 6,406,727
  - Healthy Start - ASES \$ 1,485,000
  - CA Pre kinder Planning \$ 290,164
  - Mental Health Related Services \$ 424,098
  - Special Education Early Intervention \$ 403,118
  - Proposition 28: Arts & Music \$ 946,593
  - STRS on behalf Pension Contribution \$ 3,516,946
  
- Local Revenue
  - Special Education \$ 2,538,725
  - ERATE \$ 595,000



# PROJECTING the General Fund Budget

## Unrestricted REVENUES

### Average Daily Attendance (ADA)

The Local Control Funding Formula dollars the District receives each year is based on the average daily attendance at the second principal reporting period (P-2). P-2 is calculated using actual attendance through the last register month ending on or before April 15<sup>th</sup>. Revenue received is based only on the actual attendance (days pupils are present).

The programs generating ADA in the General Fund are regular elementary school, community day school, home & hospital, and special education.

Because the budget building process starts in March for the next fiscal year, the projected Local Control Funding Formula (LCFF) is based on the current year's projected P-2 ADA. Before the budget is adopted however, the actual P-2 figure will have been completed and adjustments can be made if necessary. Also, as enrollment increases many fixed costs increase as well (such as utilities and transportation) which may necessitate consideration to building ADA growth into the budget. By analyzing current enrollment data, attrition rates between grades, and the size of the incoming kindergarten class ADA can be projected.

Due to the COVID pandemic, the use of a prior three-year ADA average has been implemented as a funding option for Local Educational Agencies (LEAs). In addition, the use of attendance rate to determine ADA in conjunction with the census data was also implemented for the 2021-22 fiscal year which becomes a factor in the prior three-year ADA average. This budget utilizes a different funding option of the prior P-2 guarantee ADA.

### Average Daily Attendance (ADA) – 5 Year Recap

Fiscal Year	Actual ADA	Funded ADA
2024/2025 est.	5349.86	5349.86
2023/2024 est.*	5349.86	5499.63
2022/2023*	5226.94	5685.53
2021/2022**	5027.92	5798.91
2020/2021***	5824.65	5824.65

\* 2022-23 and 2023-2024 Prior three-year average in conjunction with enrollment percentage used for funded ADA.

\*\* 2021-22 Funded ADA was based on prior year guarantee with the exception of annual programs and ADA for funding purposes was enrollment based on prior attendance rate.

\*\*\*2020-21 Average Daily Attendance was not collected due to the COVID-19 pandemic and school districts were funded at 2019/2020 levels.

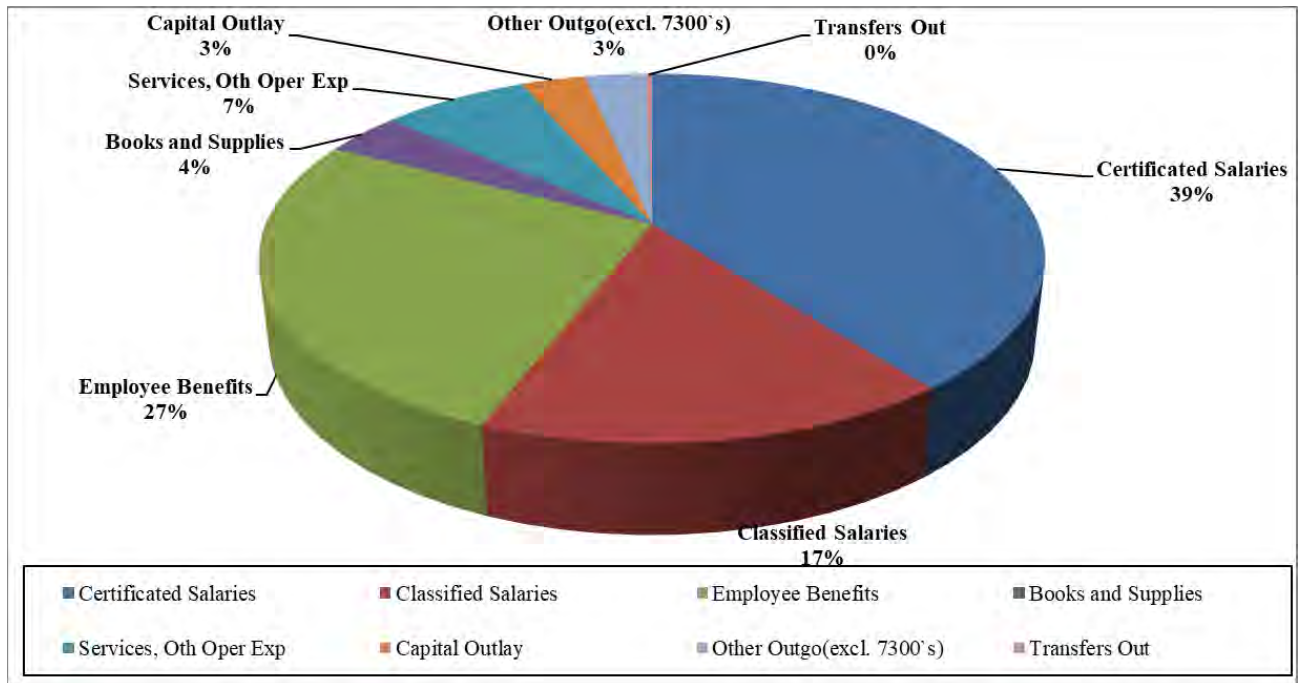
Local Control Funding Formula (LCFF) Calculation										
<b>COLA</b>		<b>1.07%</b>								
<b>Unduplicated %</b>		<b>80.87%</b>								
										<b>2024-2025</b>
	<b>ADA</b>	<b>23-24 Base</b>	<b>COLA</b>	<b>24-25 Base</b>	<b>23-24 Adjusted Base</b>	<b>Gr Span</b>	<b>Supp</b>	<b>Concen</b>	<b>Totals</b>	
Grades TK-3	2,460.76	9,919	1.070%	\$ 10,025	\$ 10,025	\$ 1,043	\$ 1,790	\$ 1,861	\$	36,220,610
Grades 4-6	1,729.70	10,069	1.070%	\$ 10,177	\$ 10,177		\$ 1,646	\$ 1,711	\$	23,410,351
Grades 7-8	1,159.40	10,367	1.070%	\$ 10,478	\$ 10,478		\$ 1,695	\$ 1,762	\$	16,155,821
Grades 9-12	-	12,015	1.070%	\$ 12,144	\$ 12,144	\$ 316	\$ 2,015	\$ 2,095	\$	-
Totals	5,349.86			54,420,469		2,566,573	9,217,085	9,582,656	\$	75,786,782
										Targeted Instructional Add-on \$ 308,432
										Transportation Add-on \$ 307,743
										Transitional Kindergarten \$ 570,193
										<b>LCFF Target \$ 76,973,150</b>

- Includes KCOE Special Education ADA

# GENERAL FUND EXPENDITURES

## 2024-2025

Certificated Salaries	\$40,468,415
Classified Salaries	\$16,961,607
Employee Benefits	\$27,330,294
Books & Supplies	\$3,891,505
Services & Other Operating Expenditures	\$7,399,500
Capital Outlay	\$3,219,500
Other Outgo, Transfers Out & Direct/Indirect Support	\$3,320,559
<b>TOTAL GENERAL FUND EXPENDITURES</b>	<b>\$102,591,381</b>



# General Fund Budget Breakdown By Function

“Where funds are budgeted”

	2024-2025	
	Amount	Percent
<b>Instructional</b>	<b>\$ 51,989,920</b>	<b>50.7%</b>
<b>School Administration</b>	<b>\$ 6,855,045</b>	<b>6.7%</b>
<b>Operations</b>	<b>\$ 5,236,567</b>	<b>5.1%</b>
<b>Ancillary Services</b>	<b>\$ 4,319,302</b>	<b>4.2%</b>
<b>Guidance and Counseling Services</b>	<b>\$ 3,930,652</b>	<b>3.8%</b>
<b>Supervision of Instruction/Curriculum</b>	<b>\$ 3,849,870</b>	<b>3.8%</b>
<b>Transfers Between Agencies</b>	<b>\$ 2,989,066</b>	<b>2.9%</b>
<b>Maintenance</b>	<b>\$ 2,791,033</b>	<b>2.7%</b>
<b>Attendance and Social Work</b>	<b>\$ 2,257,823</b>	<b>2.2%</b>
<b>Facilities Construction</b>	<b>\$ 2,230,000</b>	<b>2.2%</b>
<b>Health Services</b>	<b>\$ 2,184,864</b>	<b>2.1%</b>
<b>Instructional Media and Library</b>	<b>\$ 2,109,959</b>	<b>2.1%</b>
<b>Pupil Transportation</b>	<b>\$ 1,807,683</b>	<b>1.8%</b>
<b>Data Processing</b>	<b>\$ 1,624,743</b>	<b>1.6%</b>
<b>Psychological Services</b>	<b>\$ 1,537,024</b>	<b>1.5%</b>
<b>Human Resources</b>	<b>\$ 1,472,568</b>	<b>1.4%</b>
<b>Fiscal Services</b>	<b>\$ 1,335,430</b>	<b>1.3%</b>
<b>Grounds</b>	<b>\$ 825,333</b>	<b>0.8%</b>
<b>Food Services</b>	<b>\$ 740,558</b>	<b>0.7%</b>
<b>Other General Administration</b>	<b>\$ 589,606</b>	<b>0.6%</b>
<b>Superintendent</b>	<b>\$ 554,344</b>	<b>0.5%</b>
<b>Parent Participation</b>	<b>\$ 391,407</b>	<b>0.4%</b>
<b>Interfund Transfers</b>	<b>\$ 294,096</b>	<b>0.3%</b>
<b>Security</b>	<b>\$ 241,800</b>	<b>0.2%</b>
<b>Board</b>	<b>\$ 204,594</b>	<b>0.2%</b>
<b>Debt Services</b>	<b>\$ 137,397</b>	<b>0.1%</b>
<b>External Audit</b>	<b>\$ 78,000</b>	<b>0.1%</b>
<b>Pupil Testing Services</b>	<b>\$ 12,697</b>	<b>0.0%</b>
<b><i>Total General Fund Expenditures</i></b>	<b><i>\$ 102,591,381</i></b>	<b><i>100%</i></b>

**Total General Fund****BEGINNING BALANCE**

Net Beginning Balance

**REVENUES**

LCFF Sources

Federal Revenues

Other State Revenues

Other Local Revenues

**Total, Revenues****EXPENDITURES**

Certificated Salaries

Classified Salaries

Employee Benefits

Books and Supplies

Services, Oth Oper Exp

Capital Outlay

Other Outgo(excl. 7300's)

Direct/Indirect Support

**Total Expenditures****OTHER FINANCING SOURCES/USES**

Transfers

Transfers In

Transfers Out

Other Sources/Uses

Sources

Contributions

**Total, Other Financing Sources/Uses****NET INCREASE (DECREASE) IN FUND BALANCE****ENDING FUND BALANCE****FUND BALANCE DESIGNATIONS AND COMMITMENTS****UNCOMMITTED RESERVE BALANCE (INCLUDES RESERVE FOR  
ECONONMIC UNCERTAINTIES)****PROJECTED RESERVE RELATIVE TO EXPENDITURES AND OUTGO**

	Unrestricted	Restricted	Total
Net Beginning Balance	\$25,119,397	\$25,128,892	\$50,248,289
<b>REVENUES</b>			
LCFF Sources	\$76,673,151	\$0	\$76,673,151
Federal Revenues	\$0	\$4,256,215	\$4,256,215
Other State Revenues	\$2,007,596	\$14,164,519	\$16,172,115
Other Local Revenues	\$1,769,098	\$3,171,977	\$4,941,075
<b>Total, Revenues</b>	<b>\$80,449,845</b>	<b>\$21,592,711</b>	<b>\$102,042,556</b>
<b>EXPENDITURES</b>			
Certificated Salaries	\$32,751,341	\$7,717,074	\$40,468,415
Classified Salaries	\$11,467,997	\$5,493,610	\$16,961,607
Employee Benefits	\$18,555,096	\$8,775,198	\$27,330,294
Books and Supplies	\$2,376,474	\$1,515,031	\$3,891,505
Services, Oth Oper Exp	\$4,777,046	\$2,622,454	\$7,399,500
Capital Outlay	\$545,000	\$2,674,500	\$3,219,500
Other Outgo(excl. 7300's)	\$1,130,039	\$1,996,424	\$3,126,463
Direct/Indirect Support	(\$776,682)	\$676,682	(\$100,000)
<b>Total Expenditures</b>	<b>\$70,826,312</b>	<b>\$31,470,973</b>	<b>\$102,297,285</b>
<b>OTHER FINANCING SOURCES/USES</b>			
Transfers			
Transfers In	\$0	\$0	\$0
Transfers Out	\$294,096	\$0	\$294,096
Other Sources/Uses			
Sources	\$0	\$0	\$0
Contributions	(\$7,607,504)	\$7,607,504	\$0
<b>Total, Other Financing Sources/Uses</b>	<b>(\$7,901,600)</b>	<b>\$7,607,504</b>	<b>(\$294,096)</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$1,721,933</b>	<b>(\$2,270,758)</b>	<b>(\$548,825)</b>
<b>ENDING FUND BALANCE</b>	<b>\$26,841,331</b>	<b>\$22,858,134</b>	<b>\$49,699,465</b>

<b>\$</b>	<b>18,722,289</b>	<b>\$</b>	<b>22,858,134</b>	<b>\$</b>	<b>41,580,423</b>
<b>\$</b>	<b>8,119,042</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>8,119,042</b>
	<b>7.9%</b>				

District:	Hanford Elementary School District		Adopted Budget	
CDS #:	16-63917		2024-25 Budget Attachment	
<b>Fund Balances Above Minimum Reserve Percentage</b>				
<b>Reasons for Assigned and Unassigned Ending Fund Balances Above State Minimum Reserve Percentage</b>				
<b>Education Code Section 42127(a)(2)(B) requires a statement of reasons that substantiates the need for assigned and unassigned ending fund balances above the state minimum reserve percentage for economic uncertainties for adopted budget</b>				
<b>Combined Assigned and Unassigned/Unappropriated Fund Balances</b>				
Form	Fund		2024-25 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund		\$49,699,464.81	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects		\$0.00	Form 17
Total Assigned and Unassigned Ending Fund Balances			\$49,699,464.81	
District State Minimum Reserve Percentage			3%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties			\$3,077,741.42	Form 01CS Line 10B-7
Balance Above State Minimum Reserve Percentage			\$46,621,723.39	
<b>Substantiation for Fund Balances Above State Minimum Reserve Percentage for Economic Uncertainties</b>				
Form	Fund		2024-25 Budget	Description of Fund Balances Above State Minimum %
01	General Fund/County School Service Fund		\$22,858,134.09	Reserve for restricted funds
01	General Fund/County School Service Fund		\$5,050.00	Reserve for revolving cash
01	General Fund/County School Service Fund		\$235,239.38	Reserve for stores
01	General Fund/County School Service Fund		\$6,613,132.00	Committed for declining enrollment
01	General Fund/County School Service Fund		\$2,335,754.00	Committed for solar debt #1
01	General Fund/County School Service Fund		\$2,202,584.00	Committed for solar debt #2
01	General Fund/County School Service Fund		\$2,400,000.00	Committed for technology
01	General Fund/County School Service Fund		\$3,000,000.00	Committed for facility construction
01	General Fund/County School Service Fund		\$2,000,000.00	Committed for textbook adoption
01	General Fund/County School Service Fund		\$4,971,829.92	Additional reserve for Economic Uncertainty
Insert Lines above as needed				
Total of Substantiated Needs			\$46,621,723.39	
Remaining Fund Balance to Substantiate			\$0.00	Balance should be Zero
<b>Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public hearing for Adopted Budget.</b>				

**82.6% of the General Fund is staffing**

**(\$84,760,316 / \$102,591,381)**

# General Fund

## Teachers` Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
TEACHER, CDS	3.00	110000	\$378,128	\$136,344	\$514,472
COLUMN MOVEMENT	0.00	110000	\$222,000	\$50,216	\$272,216
TEACHER, MUSIC	8.00	110000	\$766,078	\$304,549	\$1,070,627
TEACHER, PHYSICAL EDUCATION	13.00	110000	\$1,281,473	\$501,582	\$1,783,055
TEACHER, RSP	14.00	110000	\$1,523,917	\$573,360	\$2,097,277
TEACHER, SDC	11.00	110000	\$1,001,854	\$412,926	\$1,414,780
TEACHER	220.00	110000	\$23,394,020	\$8,928,953	\$32,322,974
TEACHER, ART	5.00	110000	\$446,898	\$185,773	\$632,671
	<b>274.00</b>		<b>\$29,014,368</b>	<b>\$11,093,704</b>	<b>\$40,108,072</b>

## Substitute Teachers

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE TEACHERS - RSP	0.00	110010	\$3,880	\$878	\$4,758
SUBSTITUTE TEACHERS - SDC	0.00	110010	\$3,150	\$713	\$3,863
SUBSTITUTE TEACHERS - PD	0.00	110010	\$1,628	\$368	\$1,996
SUBSTITUTE TEACHERS - NEGOTIATIONS	0.00	110010	\$938	\$212	\$1,150
SUBSTITUTE TEACHERS - ELPAC	0.00	110010	\$6,662	\$1,507	\$8,169
SUBSTITUTE TEACHERS - CURRICULUM	0.00	110010	\$15,000	\$3,393	\$18,393
SUBSTITUTE TEACHERS - ATHLETICS	0.00	110010	\$4,000	\$905	\$4,905
SUBSTITUTE TEACHERS	0.00	110010	\$384,048	\$86,872	\$470,920
SUBSTITUTE - TEACHER	0.00	110010	\$909	\$206	\$1,115
	<b>0.00</b>		<b>\$420,215</b>	<b>\$95,053</b>	<b>\$515,268</b>

## Teacher /Other Assign/Stipend

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SPECIAL EDUCATION ADDL	0.00	110040	\$4,485	\$1,015	\$5,500
PROFESSIONAL DEVELOPMENT	0.00	110040	\$1,636	\$370	\$2,006



# General Fund

SUMMER SCHOOL - TEACHER	0.00	110040	\$193,375	\$43,741	\$237,116
PARENT INVOLVEMENT	0.00	110040	\$3,746	\$847	\$4,593
ASSESSMENTS	0.00	110040	\$311	\$70	\$381
TEACHER MOVES	0.00	110040	\$10,000	\$2,262	\$12,262
SCIENCE OLYMPIAD	0.00	110040	\$1,672	\$378	\$2,050
AFTERSCHOOL ENRICHMENT	0.00	110040	\$110,439	\$24,981	\$135,420
AFTER SCHOOL TUTORIAL	0.00	110040	\$105,600	\$23,887	\$129,487
AFTER SCHOOL BAND	0.00	110040	\$12,270	\$2,775	\$15,045
SCHOOL CLIMATE	0.00	110040	\$15,215	\$3,442	\$18,657
EARLY RETIREMENT NOTIFICATION	0.00	110040	\$5,000	\$1,131	\$6,131
ATHLETIC COORDINATOR	0.00	110040	\$1,200	\$271	\$1,471
JR HIGH SUMMER SCHOOL - TEACHERS	0.00	110040	\$15,580	\$3,524	\$19,104
HOME INSTRUCTION	0.00	110040	\$20,000	\$4,524	\$24,524
EXTENDED SCHOOL YEAR	0.00	110040	\$26,000	\$5,881	\$31,881
ENRICHMENT	0.00	110040	\$818	\$185	\$1,003
TEACHER ORIENTATION	0.00	110040	\$11,850	\$2,680	\$14,530
ELEMENTARY ATHLETIC COORDINATOR	0.00	110040	\$9,600	\$2,172	\$11,772
YEARBOOK	0.00	110040	\$650	\$147	\$797
CO-CURRICULAR	0.00	110040	\$32,400	\$7,329	\$39,729
TEACHER STIPENDS	0.00	110040	\$4,908	\$1,110	\$6,018
PARENT ACADEMIES	0.00	110040	\$28,542	\$6,456	\$34,998
ATHLETIC COACHES	0.00	110040	\$113,400	\$25,651	\$139,051
TEACHER PD	0.00	110040	\$1,636	\$370	\$2,006
TEACHER TRANSFER STIPENDS	0.00	110040	\$8,000	\$1,810	\$9,810
	<b>0.00</b>		<b>\$738,333</b>	<b>\$167,011</b>	<b>\$905,344</b>

## Certificated Pupil Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
COUNSELOR	14.00	120000	\$1,697,043	\$624,475	\$2,321,518

# General Fund

SOCIAL WORKER	3.00	120000	\$369,273	\$135,088	\$504,360
PSYCHOLOGIST	7.80	120000	\$1,045,766	\$374,040	\$1,419,806
SCHOOL NURSE	6.00	120000	\$776,535	\$277,274	\$1,053,809
	<b>30.80</b>		<b>\$3,888,616</b>	<b>\$1,410,877</b>	<b>\$5,299,493</b>

## Pupil Support- Other Assign

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - PSYCHOLOGIST	0.00	120040	\$12,600	\$2,850	\$15,450
NURSING PD	0.00	120040	\$205	\$46	\$251
RN - WALK THROUGH	0.00	120040	\$1,132	\$256	\$1,388
SUMMER SCHOOL - RN	0.00	120040	\$16,100	\$3,642	\$19,742
NURSE TRAINING LVNS	0.00	120040	\$4,000	\$905	\$4,905
SUMMER SCHOOL - COUNSELOR	0.00	120040	\$12,600	\$2,850	\$15,450
	<b>0.00</b>		<b>\$46,637</b>	<b>\$10,549</b>	<b>\$57,186</b>

## Certificated Supervisors' and Administrators' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
LEARNING DIRECTOR	11.00	130000	\$1,559,579	\$541,823	\$2,101,402
ASST. SUPERINTENDENT, STUDENT SERVICES	1.00	130000	\$195,424	\$61,391	\$256,815
PRINCIPAL, YOUTH DEVELOPMENT	1.00	130000	\$161,476	\$53,712	\$215,188
PRINCIPAL	11.00	130000	\$1,760,240	\$583,218	\$2,343,458
DIRECTOR, INST/CURR SERVICES	0.00	130000	\$0	\$0	\$0
DIRECTOR, ASSESSMENT	1.00	130000	\$168,753	\$55,358	\$224,111
ASST. SUPERINTENDENT, CURRICULUM	1.00	130000	\$197,424	\$61,843	\$259,268
ASST. SUPERINTENDENT, HUMAN RESOURCES	1.00	130000	\$195,424	\$61,391	\$256,815
PROGRAM SPECIALIST	1.00	130000	\$160,340	\$53,455	\$213,794
VICE PRINCIPAL	2.00	130000	\$292,464	\$100,527	\$392,991
SUPERINTENDENT	1.00	130000	\$243,344	\$72,230	\$315,574
	<b>31.00</b>		<b>\$4,934,468</b>	<b>\$1,644,949</b>	<b>\$6,579,417</b>

# General Fund

## Cert. Superv. & Admin - Other Assign

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - ADMIN	0.00	130040	\$30,600	\$6,922	\$37,522
VACATION	0.00	130040	\$4,786	\$1,083	\$5,869
JR HIGH SUMMER SCHOOL - ADMIN	0.00	130040	\$8,500	\$1,923	\$10,423
	<b>0.00</b>		<b>\$43,886</b>	<b>\$9,927</b>	<b>\$53,813</b>

## Other Certificated Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
INDUCTION COACH	2.00	190000	\$244,738	\$89,234	\$333,972
INSTRUCTIONAL COACH	5.00	190000	\$629,891	\$227,166	\$857,057
CURRICULUM SPECIALIST	2.00	190000	\$317,931	\$106,288	\$424,219
DIRECTOR, INDUCTION	1.00	190000	\$175,423	\$56,867	\$232,290
	<b>10.00</b>		<b>\$1,367,983</b>	<b>\$479,555</b>	<b>\$1,847,538</b>

## Other Cert. - Other Assign

Assignment	FTEs	Object	Salary	Benefits	Total Cost
PARENT ACADEMY	0.00	190040	\$1,636	\$370	\$2,006
RICA SUPPORT	0.00	190040	\$818	\$185	\$1,003
TEACHER TUTORING	0.00	190040	\$11,452	\$2,590	\$14,042
	<b>0.00</b>		<b>\$13,906</b>	<b>\$3,146</b>	<b>\$17,052</b>

## Instructional Aides' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
MIGRANT TUTOR/BILINGUAL AIDE	0.38	210000	\$19,016	\$8,094	\$27,110
ALTERNATIVE ED PROGRAM AIDE	2.06	210000	\$77,999	\$33,087	\$111,087
SPECIAL EDUCATION AIDE	15.08	210000	\$660,137	\$277,988	\$938,125
TK TUTOR	9.63	210000	\$389,582	\$263,118	\$652,700
SPECIAL CIRCUMSTANCES AIDE	9.22	210000	\$392,171	\$163,298	\$555,469
EDUCATIONAL TUTOR	8.44	210000	\$356,789	\$153,226	\$510,016
	<b>44.79</b>		<b>\$1,895,694</b>	<b>\$898,812</b>	<b>\$2,794,506</b>

# General Fund

## Instructional Aides- Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - NEGOTIATIONS	0.00	210010	\$2,300	\$846	\$3,146
SUBSTITUTE- SAFETY TRAINING	0.00	210010	\$216	\$79	\$295
SUBSTITUTE - SPECIAL EDUCATION	0.00	210010	\$11,000	\$4,045	\$15,045
	<b>0.00</b>		<b>\$13,516</b>	<b>\$4,970</b>	<b>\$18,486</b>

## Instructional Aides- OT

Assignment	FTEs	Object	Salary	Benefits	Total Cost
EXTENDED SCHOOL YEAR	0.00	210030	\$20,000	\$7,354	\$27,354
CLASSIFIED SUMMER ASSISTANCE	0.00	210030	\$38,936	\$14,317	\$53,253
AIDE - CPI TRAINING	0.00	210030	\$1,200	\$441	\$1,641
	<b>0.00</b>		<b>\$60,136</b>	<b>\$22,112</b>	<b>\$82,248</b>

## Inst Aide - Extra Hire

Assignment	FTEs	Object	Salary	Benefits	Total Cost
ELPAC TESTING	0.00	210040	\$25,000	\$9,193	\$34,193
CLASSIFIED CO-CURRICULAR	0.00	210040	\$8,000	\$2,942	\$10,942
AIDE - SPECIAL EDUCATION	0.00	210040	\$5,300	\$1,949	\$7,249
	<b>0.00</b>		<b>\$38,300</b>	<b>\$14,083</b>	<b>\$52,383</b>

## Classified Coaches

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED CO-CURRICULAR	0.00	210060	\$2,100	\$772	\$2,872
	<b>0.00</b>		<b>\$2,100</b>	<b>\$772</b>	<b>\$2,872</b>

## Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
WAREHOUSE TECHNICIAN	1.00	220000	\$74,085	\$41,281	\$115,366
MECHANIC, LEAD	1.00	220000	\$96,556	\$49,544	\$146,100

# General Fund

WAREHOUSEMAN/DELIVERY	1.00	220000	\$61,516	\$36,659	\$98,175
MECHANIC	1.00	220000	\$79,550	\$43,290	\$122,840
MAINTENANCE SPECIALIST	2.00	220000	\$189,093	\$97,610	\$286,703
MAINTENANCE II	3.00	220000	\$227,693	\$125,843	\$353,536
LICENSED VOCATIONAL NURSE BILINGUAL	5.50	220000	\$316,135	\$194,908	\$511,043
LICENSED VOCATIONAL NURSE	5.00	220000	\$261,717	\$166,433	\$428,151
GROUNDSCOOPER II	5.00	220000	\$307,579	\$170,726	\$478,304
LEAD READY PROG TUTOR	5.63	220000	\$298,848	\$123,108	\$421,956
LOCKSMITH	1.00	220000	\$90,887	\$47,459	\$138,346
IRRIGATION SPECIALIST	2.00	220000	\$136,042	\$78,103	\$214,145
CUSTODIAN II	15.00	220000	\$961,867	\$539,137	\$1,501,004
CUSTODIAN/LEAD	9.00	220000	\$622,765	\$355,351	\$978,115
DISPATCHER	1.00	220000	\$57,387	\$35,141	\$92,528
HEAD CUSTODIAN	2.00	220000	\$151,795	\$83,895	\$235,691
LIBRARY/MEDIA TECHNICIAN	11.00	220000	\$548,214	\$350,543	\$898,757
SUPERVISOR, OPERATIONS	1.00	220000	\$108,481	\$57,074	\$165,555
PAINTER/MAINTENANCE II	1.00	220000	\$74,773	\$41,534	\$116,307
PROGRAM MANAGER	0.08	220000	\$10,869	\$6,861	\$17,730
SUPERVISOR, GROUNDS	1.00	220000	\$114,481	\$59,281	\$173,761
SUPERVISOR, MAINTENANCE	1.00	220000	\$114,481	\$59,281	\$173,761
READY PROGRAM TUTOR	36.56	220000	\$1,540,863	\$662,060	\$2,202,923
TEACHER RESOURCE CENTER SPECIALIST	1.00	220000	\$74,773	\$41,534	\$116,307
SUPERVISOR, READY	1.00	220000	\$96,427	\$52,642	\$149,070
SUPERVISOR, WAREHOUSE	1.00	220000	\$108,481	\$57,074	\$165,555
SUPERVISOR, TRANSPORTATION	1.00	220000	\$92,730	\$49,851	\$142,580
	<b>115.77</b>		<b>\$6,818,088</b>	<b>\$3,626,222</b>	<b>\$10,444,309</b>

# General Fund

## Classified Support Salaries- Bus Driver

Assignment	FTEs	Object	Salary	Benefits	Total Cost
BUS DRIVER	6.00	220001	\$330,194	\$197,488	\$527,683
	<b>6.00</b>		<b>\$330,194</b>	<b>\$197,488</b>	<b>\$527,683</b>

## Substitute Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - TUTORS/LEAD	0.00	220010	\$22,500	\$8,273	\$30,773
SUBSTITUTE - GROUNDS	0.00	220010	\$4,087	\$1,503	\$5,590
SUBSTITUTE - WAREHOUSE	0.00	220010	\$5,800	\$2,133	\$7,933
SUBSTITUTE - CUSTODIAN	0.00	220010	\$22,000	\$8,089	\$30,089
SUBSTITUTE - MAINTENANCE	0.00	220010	\$200	\$74	\$274
SUBSTITUTE - BUS DRIVER	0.00	220010	\$5,000	\$1,839	\$6,839
	<b>0.00</b>		<b>\$59,587</b>	<b>\$21,910</b>	<b>\$81,497</b>

## Classified Support Salaries - Overtime

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - READY	0.00	220020	\$168,000	\$61,774	\$229,774
GROUNDS - OVERTIME	0.00	220020	\$3,000	\$1,103	\$4,103
BUS DRIVER - OVERTIME	0.00	220020	\$19,000	\$6,986	\$25,986
BUS DRIVER - SUMMER SCHOOL	0.00	220020	\$35,000	\$12,870	\$47,870
LVN - WALK THROUGH	0.00	220020	\$427	\$157	\$584
CUSTODIAN BANK	0.00	220020	\$17,058	\$6,272	\$23,330
SUMMER SCHOOL - CUSTODIAN	0.00	220020	\$5,000	\$1,839	\$6,839
AFTER SCHOOL SUPPORT	0.00	220020	\$2,685	\$987	\$3,672
DISPATCH - OVERTIME	0.00	220020	\$2,500	\$919	\$3,419
CUSTODIAN - OVERTIME	0.00	220020	\$1,000	\$368	\$1,368
SUMMER SCHOOL - LVN	0.00	220020	\$13,000	\$4,780	\$17,780
WAREHOUSE - OVERTIME	0.00	220020	\$1,900	\$699	\$2,599
VACATION	0.00	220020	\$39,429	\$14,498	\$53,927
TUTORS - OVERTIME	0.00	220020	\$20,430	\$7,512	\$27,942
MEDIA SERVICES - OVERTIME	0.00	220020	\$10,190	\$3,747	\$13,937

# General Fund

MAINTENANCE - OVERTIME	0.00	220020	\$700	\$257	\$957
TEACHER RESOURCE CENTER-OVERTIME	0.00	220020	\$400	\$147	\$547
MECHANIC - OVERTIME	0.00	220020	\$3,000	\$1,103	\$4,103
TUTOR - PROFESSIONAL DEVELOPMENT	0.00	220020	\$5,400	\$1,986	\$7,386
ATHLETIC EVENT SETUP	0.00	220020	\$5,000	\$1,839	\$6,839
JR HIGH SUMMER SCHOOL - LVN	0.00	220020	\$2,500	\$919	\$3,419
MSA BANK	0.00	220020	\$11,308	\$4,158	\$15,466
	<b>0.00</b>		<b>\$366,927</b>	<b>\$134,919</b>	<b>\$501,846</b>

## Class. Supp. Sal- OT - Dispatcher

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED SUMMER ASSISTANCE	0.00	220023	\$550	\$202	\$752
	<b>0.00</b>		<b>\$550</b>	<b>\$202</b>	<b>\$752</b>

## Class. Supp. Sal- Bus Driver/FTrip

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED SUMMER ASSISTANCE	0.00	220030	\$88,621	\$32,586	\$121,207
BUS DRIVER FIELD TRIPS	0.00	220030	\$55,000	\$20,224	\$75,224
	<b>0.00</b>		<b>\$143,621</b>	<b>\$52,809</b>	<b>\$196,430</b>

## Classified Supervisors' and Administrators' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
FISCAL SERVICES SPECIALIST	1.00	230000	\$161,040	\$76,400	\$237,441
CHIEF BUSINESS OFFICIAL	1.00	230000	\$206,146	\$92,986	\$299,131
DIRECTOR, FACILITIES	1.00	230000	\$173,423	\$80,954	\$254,377
CHIEF TECHNOLOGY OFFICER	1.00	230000	\$177,423	\$82,425	\$259,848
BOARD MEMBER	5.00	230000	\$17,972	\$92,538	\$110,510
	<b>9.00</b>		<b>\$736,005</b>	<b>\$425,303</b>	<b>\$1,161,307</b>

## Classified Supervisors Extra Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
VACATION	0.00	230020	\$88	\$32	\$120
	<b>0.00</b>		<b>\$88</b>	<b>\$32</b>	<b>\$120</b>

# General Fund

## Clerical & Office Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
BILINGUAL CLERK TYPIST II	12.88	240000	\$695,904	\$414,731	\$1,110,635
COMPUTER MAINTENANCE TECH.	5.00	240000	\$412,185	\$221,760	\$633,945
WAREHOUSE TECHNICIAN	1.00	240000	\$74,085	\$41,281	\$115,366
DFS WORK CONTROL TECHNICIAN	1.00	240000	\$90,204	\$47,208	\$137,412
BILINGUAL CLERK TYPIST I	0.63	240000	\$25,838	\$10,969	\$36,807
CHILD WELFARE & ATTENDANCE SPEC.	1.00	240000	\$82,947	\$44,540	\$127,487
ACCOUNT TECHNICIAN III	3.00	240000	\$259,676	\$137,603	\$397,279
COMMUNITY DAY SCHOOL SPEC. BIL	1.00	240000	\$82,366	\$44,326	\$126,692
SCHOOL OPERATIONS OFFICER	11.00	240000	\$1,010,215	\$560,502	\$1,570,717
ADMINISTRATIVE ASSISTANT	2.00	240000	\$188,186	\$103,568	\$291,754
ACCOUNT TECHNICIAN IV	1.00	240000	\$95,431	\$49,130	\$144,561
ENGINEER, SYSTEMS	1.00	240000	\$98,116	\$50,117	\$148,233
ENGINEER, NETWORK	1.00	240000	\$96,556	\$49,544	\$146,100
SUBSTITUTE CALLER	1.00	240000	\$44,608	\$17,871	\$62,479
ACCOUNT TECHNICIAN II	1.00	240000	\$82,837	\$44,499	\$127,336
PERSONNEL SPECIALIST	3.00	240000	\$275,092	\$152,709	\$427,801
ADMINISTRATIVE SECRETARY II	4.00	240000	\$321,218	\$174,272	\$495,489
PROGRAM MANAGER	3.00	240000	\$400,447	\$198,802	\$599,249
ADMINISTRATIVE SECRETARY	1.00	240000	\$84,746	\$48,347	\$133,093
DATA BASE SPECIALIST II	1.00	240000	\$95,431	\$43,555	\$138,986
	<b>55.50</b>		<b>\$4,516,086</b>	<b>\$2,455,335</b>	<b>\$6,971,420</b>

## Clerical & Office Sal - Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - CLERICAL	0.00	240010	\$8,800	\$3,236	\$12,036
	<b>0.00</b>		<b>\$8,800</b>	<b>\$3,236</b>	<b>\$12,036</b>



# General Fund

## Clerical & Office Sal. - OT

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - CLERK TYPIST	0.00	240020	\$11,000	\$4,045	\$15,045
VACATION	0.00	240020	\$17,460	\$6,420	\$23,880
CLERICAL - OVERTIME	0.00	240020	\$5,430	\$1,997	\$7,427
TECH - OVERTIME	0.00	240020	\$400	\$147	\$547
JR HIGH SUMMER SCHOOL - CLERK	0.00	240020	\$2,000	\$735	\$2,735
CLERICAL BANK HOURS	0.00	240020	\$25,641	\$9,428	\$35,069
	<b>0.00</b>		<b>\$61,931</b>	<b>\$22,772</b>	<b>\$84,703</b>

## Clerical & Office Sal - Special Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLASSIFIED SUMMER ASSISTANCE	0.00	240030	\$54,315	\$19,972	\$74,287
	<b>0.00</b>		<b>\$54,315</b>	<b>\$19,972</b>	<b>\$74,287</b>

## Other Classified Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
PARENT LIAISON SPECIALIST	1.00	290000	\$66,712	\$38,570	\$105,282
SUBSTITUTE - YARD AIDE	0.00	290000	\$22,000	\$8,089	\$30,089
STUDENT SPECIALIST, BILINGUAL	3.00	290000	\$239,824	\$130,303	\$370,128
STUDENT SPECIALIST	5.00	290000	\$377,632	\$209,055	\$586,688
SPECIAL EDUCATION AIDE	3.14	290000	\$138,215	\$58,166	\$196,381
NOON SUPERVISOR	25.63	290000	\$901,694	\$331,553	\$1,233,247
NOON SUPERVISOR BANK	0.00	290000	\$22,185	\$8,157	\$30,342
MIGRANT TUTOR/BILINGUAL AIDE	0.13	290000	\$6,339	\$2,698	\$9,037
	<b>37.89</b>		<b>\$1,774,601</b>	<b>\$786,593</b>	<b>\$2,561,194</b>

## Other Classified Salaries - Overtime

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - STUDENT SPECIALIST	0.00	290020	\$16,000	\$5,883	\$21,883
PARENT LIAISON OVERTIME	0.00	290020	\$4,454	\$1,638	\$6,092
	<b>0.00</b>		<b>\$20,454</b>	<b>\$7,521</b>	<b>\$27,975</b>

# General Fund

## Other Classified Salaries - Special Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CHILD CARE PARENT INVOLVEMENT	0.00	290030	\$9,957	\$3,661	\$13,618
MEETING TRANSLATORS	0.00	290030	\$799	\$294	\$1,093
TRANSLATION	0.00	290030	\$9,445	\$3,473	\$12,918
CHILDCARE FOR DELAC/PAC	0.00	290030	\$2,126	\$782	\$2,908
PARENT ACADEMIES	0.00	290030	\$11,060	\$4,067	\$15,127
PARENT INVOLVEMENT	0.00	290030	\$358	\$132	\$490
CLASSIFIED SUMMER ASSISTANCE	0.00	290030	\$25,033	\$9,205	\$34,238
SCHOOL CLIMATE	0.00	290030	\$1,838	\$676	\$2,514
	<b>0.00</b>		<b>\$60,616</b>	<b>\$22,289</b>	<b>\$82,905</b>
<b>Fund Totals</b>	<b>614.76</b>		<b>\$57,430,021</b>	<b>\$23,632,122</b>	<b>\$81,062,143</b>

<b>Fund Sub-Totals</b>	<b>\$57,430,021</b>	<b>\$23,632,122</b>	<b>\$81,062,143</b>
<b>STRS on-behalf Totals</b>	<b>\$0</b>	<b>\$3,516,946</b>	<b>\$3,516,946</b>
<b>Estimated activities not eligible for retirement benefits</b>	<b>\$0</b>	<b>(\$284,516)</b>	<b>(\$284,516)</b>
<b>Retiree Benefits</b>	<b>\$0</b>	<b>\$465,738</b>	<b>\$465,738</b>
<b>Rounding</b>	<b>\$1</b>	<b>\$4</b>	<b>\$5</b>
<b>Fund Totals</b>	<b>\$57,430,022</b>	<b>\$27,330,294</b>	<b>\$84,760,316</b>

## Total Cafeteria Fund

**BEGINNING BALANCE**

Net Beginning Balance

**REVENUES**

LCFF Sources

Federal Revenues

Other State Revenues

Other Local Revenues

**Total, Revenues**
**EXPENDITURES**

Certificated Salaries

Classified Salaries

Employee Benefits

Books and Supplies

Services, Oth Oper Exp

Capital Outlay

Other Outgo(excl. 7300`s)

Direct/Indirect Support

**Total Expenditures**
**OTHER FINANCING SOURCES/USES**

Transfers

Transfers In

Transfers Out

Other Sources/Uses

Sources

Contributions

**Total, Other Financing Sources/Uses**
**NET INCREASE (DECREASE) IN FUND BALANCE**
**ENDING FUND BALANCE**

Unrestricted	Restricted	Total
\$0	\$3,706,769	\$3,706,769
\$0	\$0	\$0
\$0	\$3,441,062	\$3,441,062
\$0	\$1,242,704	\$1,242,704
\$0	\$142,153	\$142,153
<b>\$0</b>	<b>\$4,825,919</b>	<b>\$4,825,919</b>
\$0	\$0	\$0
\$0	\$1,549,952	\$1,549,952
\$0	\$707,782	\$707,782
\$0	\$2,457,644	\$2,457,644
\$0	\$163,764	\$163,764
\$0	\$228,000	\$228,000
\$0	\$0	\$0
\$0	\$100,000	\$100,000
<b>\$0</b>	<b>\$5,207,142</b>	<b>\$5,207,142</b>
\$0	\$0	\$0
\$0	\$0	\$0
\$0	\$0	\$0
\$0	\$0	\$0
<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>\$0</b>	<b>(\$381,223)</b>	<b>(\$381,223)</b>
<b>\$0</b>	<b>\$3,325,546</b>	<b>\$3,325,546</b>

**FUND BALANCE DESIGNATIONS AND COMMITMENTS**
**UNCOMMITTED RESERVE BALANCE**
**PROJECTED RESERVE RELATIVE TO EXPENDITURES AND OUTGO**

\$ -	\$ 3,325,546	\$ 3,325,546
\$ -	\$ -	\$ -
0.0%		

# Cafeteria Fund

## Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUPERVISOR, FOOD SERVICE	2.00	220000	\$197,633	\$107,042	\$304,675
CUSTODIAN II	2.00	220000	\$123,031	\$73,319	\$196,350
	<b>4.00</b>		<b>\$320,665</b>	<b>\$180,360</b>	<b>\$501,025</b>

## Substitute Classified Support Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - CUSTODIAN	0.00	220010	\$1,000	\$368	\$1,368
	<b>0.00</b>		<b>\$1,000</b>	<b>\$368</b>	<b>\$1,368</b>

## Classified Support Salaries - Overtime

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CUSTODIAN - OVERTIME	0.00	220020	\$1,000	\$368	\$1,368
	<b>0.00</b>		<b>\$1,000</b>	<b>\$368</b>	<b>\$1,368</b>

## Class. Supp. Sal. - Food Service Worker

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUMMER SCHOOL - SEAMLESS	0.00	220080	\$19,000	\$6,986	\$25,986
COOK	3.00	220080	\$147,813	\$83,900	\$231,713
LEAD FOOD SERVICE WORKER	2.00	220080	\$101,858	\$65,533	\$167,391
FOOD SERVICE I	7.13	220080	\$297,407	\$135,799	\$433,206
FOOD SERVICE UTILITY WORKER	1.75	220080	\$84,315	\$36,879	\$121,194
FOOD SERVICE WORKER II	2.00	220080	\$83,409	\$33,607	\$117,016
	<b>15.88</b>		<b>\$733,803</b>	<b>\$362,704</b>	<b>\$1,096,507</b>

## Class. Supp. Sal. - Food Service Worker - Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTES - FOOD SERVICE	0.00	220082	\$10,000	\$3,677	\$13,677
	<b>0.00</b>		<b>\$10,000</b>	<b>\$3,677</b>	<b>\$13,677</b>

# Cafeteria Fund

## Classified Supervisors' and Administrators' Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
PROGRAM MANAGER	1.00	230000	\$128,949	\$64,601	\$193,550
	<b>1.00</b>		<b>\$128,949</b>	<b>\$64,601</b>	<b>\$193,550</b>

## Classified Supervisors Extra Duty

Assignment	FTEs	Object	Salary	Benefits	Total Cost
VACATION	0.00	230020	\$6,995	\$2,572	\$9,567
	<b>0.00</b>		<b>\$6,995</b>	<b>\$2,572</b>	<b>\$9,567</b>

## Clerical & Office Salaries

Assignment	FTEs	Object	Salary	Benefits	Total Cost
ACCOUNT CLERK I	3.44	240000	\$172,432	\$76,624	\$249,057
ACCOUNT TECHNICIAN III	1.00	240000	\$76,904	\$42,318	\$119,222
ACCOUNT CLERK II	1.75	240000	\$89,704	\$61,064	\$150,768
	<b>6.19</b>		<b>\$339,040</b>	<b>\$180,006</b>	<b>\$519,047</b>

## Clerical & Office Sal - Substitute

Assignment	FTEs	Object	Salary	Benefits	Total Cost
SUBSTITUTE - CLERICAL	0.00	240010	\$500	\$184	\$684
	<b>0.00</b>		<b>\$500</b>	<b>\$184</b>	<b>\$684</b>

## Clerical & Office Sal. - OT

Assignment	FTEs	Object	Salary	Benefits	Total Cost
CLERICAL - OVERTIME	0.00	240020	\$8,000	\$2,942	\$10,942
	<b>0.00</b>		<b>\$8,000</b>	<b>\$2,942</b>	<b>\$10,942</b>

<b>Fund Totals</b>	<b>27.06</b>		<b>\$1,549,952</b>	<b>\$797,781</b>	<b>\$2,347,733</b>
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<b>Fund Sub-Totals</b>			<b>\$1,549,952</b>	<b>\$797,781</b>	<b>\$2,347,733</b>
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<b>Estimated activities not eligible for retirement benefits</b>			<b>\$0</b>	<b>(\$90,000)</b>	<b>(\$90,000)</b>
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<b>Rounding</b>			<b>\$0</b>	<b>\$1</b>	<b>\$1</b>
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<b>Fund Totals</b>			<b>\$1,549,952</b>	<b>\$707,781</b>	<b>\$2,257,733</b>
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## Other HESD District Funds

<i>District Funds</i>						
<b>Fund</b>	<b>Fund Description</b>	<b>Beginning Balance</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Other Sources/Uses</b>	<b>Ending Fund Balance</b>
<b>0800</b>	<b>Student Activity Special Revenue Fund</b>	\$ 19,771	\$ -	\$ -	\$ -	\$ 19,771
<b>0900</b>	<b>Charter Schools Fund</b>	\$ 62	\$ -	\$ -	\$ -	\$ 62
<b>1400</b>	<b>Deferred Maintenance Fund</b>	\$ 185,247	\$ 305,000	\$ 490,247	\$ -	\$ -
<b>1500</b>	<b>Pupil Transportation Fund</b>	\$ 267,500	\$ 14,000	\$ -	\$ 100,000	\$ 381,500
<b>2000</b>	<b>Special Reserve for Other Post Employment Benefits</b>	\$ 13,718,700	\$ 350,000	\$ -	\$ 194,096	\$ 14,262,796
<b>2500</b>	<b>Capital Facilities Fund</b>	\$ 2,182,540	\$ 410,000	\$ 80,000	\$ (350,334)	\$ 2,162,206
<b>3500</b>	<b>State Building Fund</b>	\$ 3,664,344	\$ 4,389,211	\$ 8,207,526	\$ 350,334	\$ 196,363
<b>4000</b>	<b>Special Reserve (capital outlay)</b>	\$ 9,184,256	\$ 190,000	\$ -	\$ -	\$ 9,374,256
<b>6720</b>	<b>Self Insurance Fund</b>	\$ 794,012	\$ 855,200	\$ 820,000	\$ -	\$ 829,212

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: Hanford Elementary School District Office

Date: 06/05/2024

Adoption Date: 06/26/2024

Signed: \_\_\_\_\_

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: Hanford Elementary School  
District Boardroom

Date: 06/12/2024

Time: 05:30 PM

Contact person for additional information on the budget reports:

Name: David Endo

Title: Chief Business Official

Telephone: 559-585-3628

E-mail: dendo@hanfordesd.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

**Budget, July 1**  
**FINANCIAL REPORTS**  
**2024-25 Budget**  
**School District Certification**

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	<b>X</b>	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		<b>X</b>
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	<b>X</b>	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	<b>X</b>	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		<b>X</b>
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	<b>X</b>	<b>X</b>
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	<b>X</b>	<b>X</b>
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		<b>X</b>
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		<b>X</b>
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		<b>X</b>
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	<b>06/26/2024</b>	
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	<b>X</b>	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		<b>X</b>
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	<b>X</b>	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	<b>X</b>	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	<b>X</b>	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	<b>X</b>	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	<b>X</b>	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	<b>X</b>	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	<b>X</b>	



ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

☒ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

Kings County Self Insured Schools

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

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 06/26/2024

For additional information on this certification, please contact:

Name: Cyndi Logan-Parra

Title: Director

Telephone: 559-589-7059

E-mail: cyndi.logan@kingscoe.org

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	5,280.28	5,280.28	5,430.05	5,280.28	5,280.28	5,280.28
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	5,280.28	5,280.28	5,430.05	5,280.28	5,280.28	5,280.28
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	69.58	69.58	69.58	69.58	69.58	69.58
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	69.58	69.58	69.58	69.58	69.58	69.58
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	5,349.86	5,349.86	5,499.63	5,349.86	5,349.86	5,349.86
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
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	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	76,673,151.00	3.19%	79,117,463.00	3.08%	81,555,018.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	2,007,596.00	0.00%	2,007,596.00	0.00%	2,007,596.00
4. Other Local Revenues	8600-8799	1,769,098.00	0.00%	1,769,098.00	0.00%	1,769,098.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(7,607,504.00)	0.00%	(7,607,504.00)	59.15%	(12,107,504.00)
6. Total (Sum lines A1 thru A5c)		72,842,341.00	3.36%	75,286,653.00	-2.74%	73,224,208.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				32,751,341.00		33,572,341.00
b. Step & Column Adjustment				821,000.00		821,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	32,751,341.00	2.51%	33,572,341.00	2.45%	34,393,341.00
2. Classified Salaries						
a. Base Salaries				11,467,997.00		11,623,997.00
b. Step & Column Adjustment				156,000.00		156,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,467,997.00	1.36%	11,623,997.00	1.34%	11,779,997.00
3. Employee Benefits	3000-3999	18,555,096.00	1.65%	18,862,099.38	1.54%	19,153,148.77
4. Books and Supplies	4000-4999	2,376,474.24	0.00%	2,376,474.24	0.00%	2,376,474.24
5. Services and Other Operating Expenditures	5000-5999	4,777,046.00	0.00%	4,777,046.00	0.00%	4,777,046.00
6. Capital Outlay	6000-6999	545,000.00	0.00%	545,000.00	0.00%	545,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,130,039.28	0.00%	1,130,039.28	0.00%	1,130,039.28
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(776,682.00)	0.00%	(776,682.00)	0.00%	(776,682.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	294,096.00	0.00%	294,096.00	0.00%	294,096.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		71,120,407.52	1.81%	72,404,410.90	1.75%	73,672,460.29

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,721,933.48		2,882,242.10		(448,252.29)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		25,119,397.24		26,841,330.72		29,723,572.82
2. Ending Fund Balance (Sum lines C and D1)		26,841,330.72		29,723,572.82		29,275,320.53
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	170,819.03		170,819.03		170,819.03
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	18,551,470.00		18,551,470.00		18,551,470.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	8,119,041.69		11,001,283.79		10,553,031.50
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		26,841,330.72		29,723,572.82		29,275,320.53
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	8,119,041.69		11,001,283.79		10,553,031.50
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		8,119,041.69		11,001,283.79		10,553,031.50

F. ASSUMPTIONS

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

REVENUES: COLA 25-26 2.93% and 3.08% in 26-27 / District ADA (with SELPA ADA) projected at 5,350 in the subsequent two years and unduplicated % to remain static (funded ADA 5,350 and 5,350 respectively) EXPENDITURES: \$821k Certificated step and column realized in the unrestricted multi-year projection / \$156k Classified step realized in the unrestricted multi-year projection / STRS rate project to stay at 19.1% the next two subsequent years / PERS rate projected to increase to 27.60% (\$64k) in 25-26 and 28.00% (\$47k) in 26-27 / (\$4,500k) contributions in 26-27

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	4,256,215.00	-19.38%	3,431,215.00	0.00%	3,431,215.00
3. Other State Revenues	8300-8599	14,164,519.00	-2.05%	13,874,519.00	0.00%	13,874,519.00
4. Other Local Revenues	8600-8799	3,171,977.00	0.00%	3,171,977.00	0.00%	3,171,977.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	7,607,504.00	0.00%	7,607,504.00	59.15%	12,107,504.00
6. Total (Sum lines A1 thru A5c)		29,200,215.00	-3.82%	28,085,215.00	16.02%	32,585,215.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				7,717,074.00		7,717,074.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,717,074.00	0.00%	7,717,074.00	0.00%	7,717,074.00
2. Classified Salaries						
a. Base Salaries				5,493,610.00		5,493,610.00
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,493,610.00	0.00%	5,493,610.00	0.00%	5,493,610.00
3. Employee Benefits	3000-3999	8,775,198.00	0.34%	8,805,412.86	0.25%	8,827,387.30
4. Books and Supplies	4000-4999	1,515,031.03	-28.38%	1,085,031.03	184.33%	3,085,031.03
5. Services and Other Operating Expenditures	5000-5999	2,622,454.10	0.00%	2,622,454.10	0.00%	2,622,454.10
6. Capital Outlay	6000-6999	2,674,500.00	-8.60%	2,444,500.00	0.00%	2,444,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,996,424.00	0.00%	1,996,424.00	0.00%	1,996,424.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	676,682.00	0.00%	676,682.00	0.00%	676,682.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		31,470,973.13	-2.00%	30,841,187.99	6.56%	32,863,162.43
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(2,270,758.13)		(2,755,972.99)		(277,947.43)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		25,128,892.22		22,858,134.09		20,102,161.10
2. Ending Fund Balance (Sum lines C and D1)		22,858,134.09		20,102,161.10		19,824,213.67
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	22,858,134.09		20,102,161.10		19,824,213.67
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		22,858,134.09		20,102,161.10		19,824,213.67
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
REVENUES: (\$825k) ESSER funds in 25-26 / (\$290k) Pre Kindergarten Planning EXPENDITURES: STRS rate project to stay at 19.1% the next two subsequent years / PERS rate projected to increase to 27.60% (\$30k) in 25-26 and 28.00% (\$22k) in 26-27 / \$2,000k textbook adoption 26-27 only / (\$430k) KIT supplies / (\$230k) KIT equipment / (\$4,500k) contributions in 26-27						



Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	76,673,151.00	3.19%	79,117,463.00	3.08%	81,555,018.00
2. Federal Revenues	8100-8299	4,256,215.00	-19.38%	3,431,215.00	0.00%	3,431,215.00
3. Other State Revenues	8300-8599	16,172,115.00	-1.79%	15,882,115.00	0.00%	15,882,115.00
4. Other Local Revenues	8600-8799	4,941,075.00	0.00%	4,941,075.00	0.00%	4,941,075.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		102,042,556.00	1.30%	103,371,868.00	2.36%	105,809,423.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				40,468,415.00		41,289,415.00
b. Step & Column Adjustment				821,000.00		821,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	40,468,415.00	2.03%	41,289,415.00	1.99%	42,110,415.00
2. Classified Salaries						
a. Base Salaries				16,961,607.00		17,117,607.00
b. Step & Column Adjustment				156,000.00		156,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	16,961,607.00	0.92%	17,117,607.00	0.91%	17,273,607.00
3. Employee Benefits	3000-3999	27,330,294.00	1.23%	27,667,512.24	1.13%	27,980,536.07
4. Books and Supplies	4000-4999	3,891,505.27	-11.05%	3,461,505.27	57.78%	5,461,505.27
5. Services and Other Operating Expenditures	5000-5999	7,399,500.10	0.00%	7,399,500.10	0.00%	7,399,500.10
6. Capital Outlay	6000-6999	3,219,500.00	-7.14%	2,989,500.00	0.00%	2,989,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,126,463.28	0.00%	3,126,463.28	0.00%	3,126,463.28
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(100,000.00)	0.00%	(100,000.00)	0.00%	(100,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	294,096.00	0.00%	294,096.00	0.00%	294,096.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		102,591,380.65	0.64%	103,245,598.89	3.19%	106,535,622.72
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(548,824.65)		126,269.11		(726,199.72)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		50,248,289.46		49,699,464.81		49,825,733.92
2. Ending Fund Balance (Sum lines C and D1)		49,699,464.81		49,825,733.92		49,099,534.20
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	170,819.03		170,819.03		170,819.03
b. Restricted	9740	22,858,134.09		20,102,161.10		19,824,213.67
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	18,551,470.00		18,551,470.00		18,551,470.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	8,119,041.69		11,001,283.79		10,553,031.50
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		49,699,464.81		49,825,733.92		49,099,534.20
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	8,119,041.69		11,001,283.79		10,553,031.50
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		8,119,041.69		11,001,283.79		10,553,031.50
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		7.91%		10.66%		9.91%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Kings County SELPA						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		5,280.28		5,280.28		5,280.28
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		102,591,380.65		103,245,598.89		106,535,622.72
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		102,591,380.65		103,245,598.89		106,535,622.72
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		3,077,741.42		3,097,367.97		3,196,068.68
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		3,077,741.42		3,097,367.97		3,196,068.68
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:			JUNE							
A. BEGINNING CASH			45,522,885.17	41,676,410.72	38,129,936.27	40,949,887.08	39,694,758.39	38,439,629.70	42,954,175.01	41,404,950.32
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		2,864,182.20	2,864,182.20	9,230,607.46	5,155,527.96	5,155,527.96	9,230,607.46	5,155,527.96	5,155,527.96
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	1,694,594.50	0.00	0.00
Miscellaneous Funds	8080-8099		(300,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		354,684.58	354,684.58	354,684.58	354,684.58	354,684.58	354,684.58	354,684.58	354,684.58
Other State Revenue	8300-8599		1,347,676.25	1,347,676.25	1,347,676.25	1,347,676.25	1,347,676.25	1,347,676.25	1,347,676.25	1,347,676.25
Other Local Revenue	8600-8799		411,756.25	411,756.25	411,756.25	411,756.25	411,756.25	411,756.25	411,756.25	411,756.25
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			4,678,299.28	4,978,299.28	11,344,724.54	7,269,645.04	7,269,645.04	13,039,319.04	7,269,645.04	7,269,645.04
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		3,372,367.92	3,372,367.92	3,372,367.92	3,372,367.92	3,372,367.92	3,372,367.92	3,372,367.92	3,372,367.92
Classified Salaries	2000-2999		1,413,467.25	1,413,467.25	1,413,467.25	1,413,467.25	1,413,467.25	1,413,467.25	1,413,467.25	1,413,467.25
Employee Benefits	3000-3999		2,277,524.50	2,277,524.50	2,277,524.50	2,277,524.50	2,277,524.50	2,277,524.50	2,277,524.50	2,277,524.50
Books and Supplies	4000-4999		324,292.11	324,292.11	324,292.11	324,292.11	324,292.11	324,292.11	324,292.11	324,292.11
Services	5000-5999		616,625.01	616,625.01	616,625.01	616,625.01	616,625.01	616,625.01	616,625.01	616,625.01
Capital Outlay	6000-6999		268,291.67	268,291.67	268,291.67	268,291.67	268,291.67	268,291.67	268,291.67	268,291.67
Other Outgo	7000-7499		252,205.27	252,205.27	252,205.27	252,205.27	252,205.27	252,205.27	252,205.27	252,205.27
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	294,096.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			8,524,773.73	8,524,773.73	8,524,773.73	8,524,773.73	8,524,773.73	8,524,773.73	8,818,869.73	8,524,773.73
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(3,846,474.45)	(3,546,474.45)	2,819,950.81	(1,255,128.69)	(1,255,128.69)	4,514,545.31	(1,549,224.69)	(1,255,128.69)
F. ENDING CASH (A + E)			41,676,410.72	38,129,936.27	40,949,887.08	39,694,758.39	38,439,629.70	42,954,175.01	41,404,950.32	40,149,821.63
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		40,149,821.63	42,969,772.44	43,409,238.25	42,154,109.56				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	9,230,607.46	5,155,527.96	5,155,527.96	9,230,607.46	0.00		73,583,962.00	73,583,962.00
Property Taxes	8020-8079	0.00	1,694,594.50	0.00	0.00	0.00		3,389,189.00	3,389,189.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00	0.00		(300,000.00)	(300,000.00)
Federal Revenue	8100-8299	354,684.58	354,684.58	354,684.58	354,684.62	0.00		4,256,215.00	4,256,215.00
Other State Revenue	8300-8599	1,347,676.25	1,347,676.25	1,347,676.25	1,347,676.25	0.00		16,172,115.00	16,172,115.00
Other Local Revenue	8600-8799	411,756.25	411,756.25	411,756.25	411,756.25	0.00		4,941,075.00	4,941,075.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00		0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL RECEIPTS		11,344,724.54	8,964,239.54	7,269,645.04	11,344,724.58	0.00	0.00	102,042,556.00	102,042,556.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,372,367.92	3,372,367.92	3,372,367.92	3,372,367.88	0.00		40,468,415.00	40,468,415.00
Classified Salaries	2000-2999	1,413,467.25	1,413,467.25	1,413,467.25	1,413,467.25	0.00		16,961,607.00	16,961,607.00
Employee Benefits	3000-3999	2,277,524.50	2,277,524.50	2,277,524.50	2,277,524.50	0.00		27,330,294.00	27,330,294.00
Books and Supplies	4000-4999	324,292.11	324,292.11	324,292.11	324,292.06	0.00		3,891,505.27	3,891,505.27
Services	5000-5999	616,625.01	616,625.01	616,625.01	616,624.99	0.00		7,399,500.10	7,399,500.10
Capital Outlay	6000-6999	268,291.67	268,291.67	268,291.67	268,291.63	0.00		3,219,500.00	3,219,500.00
Other Outgo	7000-7499	252,205.27	252,205.27	252,205.27	252,205.31	0.00		3,026,463.28	3,026,463.28
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00		294,096.00	294,096.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		8,524,773.73	8,524,773.73	8,524,773.73	8,524,773.62	0.00	0.00	102,591,380.65	102,591,380.65
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		2,819,950.81	439,465.81	(1,255,128.69)	2,819,950.96	0.00	0.00	(548,824.65)	(548,824.65)
F. ENDING CASH (A + E)		42,969,772.44	43,409,238.25	42,154,109.56	44,974,060.52				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								44,974,060.52	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			44,974,060.52	41,102,366.86	37,530,673.20	40,423,177.28	39,240,601.86	38,058,026.44	42,645,125.02	41,168,453.60
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		2,986,397.80	2,986,397.80	9,450,595.54	5,375,516.04	5,375,516.04	9,450,595.54	5,375,516.04	5,375,516.04
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	1,694,594.50	0.00	0.00
Miscellaneous Funds	8080-8099		(300,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		285,934.58	285,934.58	285,934.58	285,934.58	285,934.58	285,934.58	285,934.58	285,934.58
Other State Revenue	8300-8599		1,323,509.58	1,323,509.58	1,323,509.58	1,323,509.58	1,323,509.58	1,323,509.58	1,323,509.58	1,323,509.58
Other Local Revenue	8600-8799		411,756.25	411,756.25	411,756.25	411,756.25	411,756.25	411,756.25	411,756.25	411,756.25
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			4,707,598.21	5,007,598.21	11,471,795.95	7,396,716.45	7,396,716.45	13,166,390.45	7,396,716.45	7,396,716.45
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		3,440,784.58	3,440,784.58	3,440,784.58	3,440,784.58	3,440,784.58	3,440,784.58	3,440,784.58	3,440,784.58
Classified Salaries	2000-2999		1,426,467.25	1,426,467.25	1,426,467.25	1,426,467.25	1,426,467.25	1,426,467.25	1,426,467.25	1,426,467.25
Employee Benefits	3000-3999		2,305,626.00	2,305,626.00	2,305,626.00	2,305,626.00	2,305,626.00	2,305,626.00	2,305,626.00	2,305,626.00
Books and Supplies	4000-4999		288,458.77	288,458.77	288,458.77	288,458.77	288,458.77	288,458.77	288,458.77	288,458.77
Services	5000-5999		616,625.00	616,625.00	616,625.00	616,625.00	616,625.00	616,625.00	616,625.00	616,625.00
Capital Outlay	6000-6999		249,125.00	249,125.00	249,125.00	249,125.00	249,125.00	249,125.00	249,125.00	249,125.00
Other Outgo	7000-7499		252,205.27	252,205.27	252,205.27	252,205.27	252,205.27	252,205.27	252,205.27	252,205.27
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	294,096.00	0.00



Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			8,579,291.87	8,579,291.87	8,579,291.87	8,579,291.87	8,579,291.87	8,579,291.87	8,873,387.87	8,579,291.87
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(3,871,693.66)	(3,571,693.66)	2,892,504.08	(1,182,575.42)	(1,182,575.42)	4,587,098.58	(1,476,671.42)	(1,182,575.42)
F. ENDING CASH (A + E)			41,102,366.86	37,530,673.20	40,423,177.28	39,240,601.86	38,058,026.44	42,645,125.02	41,168,453.60	39,985,878.18
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		39,985,878.18	42,878,382.26	43,390,401.34	42,207,825.92				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	9,450,595.54	5,375,516.04	5,375,516.04	9,450,595.54	0.00		76,028,274.00	76,028,274.00
Property Taxes	8020-8079	0.00	1,694,594.50	0.00	0.00	0.00		3,389,189.00	3,389,189.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00	0.00		(300,000.00)	(300,000.00)
Federal Revenue	8100-8299	285,934.58	285,934.58	285,934.58	285,934.62	0.00		3,431,215.00	3,431,215.00
Other State Revenue	8300-8599	1,323,509.58	1,323,509.58	1,323,509.58	1,323,509.62	0.00		15,882,115.00	15,882,115.00
Other Local Revenue	8600-8799	411,756.25	411,756.25	411,756.25	411,756.25	0.00		4,941,075.00	4,941,075.00
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00		0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL RECEIPTS		11,471,795.95	9,091,310.95	7,396,716.45	11,471,796.03	0.00	0.00	103,371,868.00	103,371,868.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,440,784.58	3,440,784.58	3,440,784.58	3,440,784.62	0.00		41,289,415.00	41,289,415.00
Classified Salaries	2000-2999	1,426,467.25	1,426,467.25	1,426,467.25	1,426,467.25	0.00		17,117,607.00	17,117,607.00
Employee Benefits	3000-3999	2,305,626.00	2,305,626.00	2,305,626.00	2,305,626.24	0.00		27,667,512.24	27,667,512.24
Books and Supplies	4000-4999	288,458.77	288,458.77	288,458.77	288,458.80	0.00		3,461,505.27	3,461,505.27
Services	5000-5999	616,625.00	616,625.00	616,625.00	616,625.00	0.00		7,399,500.00	7,399,500.00
Capital Outlay	6000-6999	249,125.00	249,125.00	249,125.00	249,125.00	0.00		2,989,500.00	2,989,500.00
Other Outgo	7000-7499	252,205.27	252,205.27	252,205.27	252,205.03	0.00		3,026,463.00	3,026,463.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00		294,096.00	294,096.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		8,579,291.87	8,579,291.87	8,579,291.87	8,579,291.94	0.00	0.00	103,245,598.51	103,245,598.51
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		2,892,504.08	512,019.08	(1,182,575.42)	2,892,504.09	0.00	0.00	126,269.49	126,269.49
F. ENDING CASH (A + E)		42,878,382.26	43,390,401.34	42,207,825.92	45,100,330.01				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								45,100,330.01	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).  
Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

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

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	5,280.28	
<b>District's ADA Standard Percentage Level:</b>	<b>1.0%</b>	

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

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	5,742	5,733		
Charter School				
<b>Total ADA</b>	<b>5,742</b>	<b>5,733</b>	<b>0.2%</b>	<b>Met</b>
Second Prior Year (2022-23)				
District Regular	5,597	5,621		
Charter School				
<b>Total ADA</b>	<b>5,597</b>	<b>5,621</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2023-24)				
District Regular	5,427	5,430		
Charter School		0		
<b>Total ADA</b>	<b>5,427</b>	<b>5,430</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2024-25)				
District Regular	5,280			
Charter School	0			
<b>Total ADA</b>	<b>5,280</b>			

1B. Comparison of District ADA to the Standard

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

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

Explanation:  
(required if NOT met)

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

Explanation:  
(required if NOT met)

2. **CRITERION: Enrollment**

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

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

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

District's Enrollment Standard Percentage Level:

**2A. Calculating the District's Enrollment Variances**

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

Enrollment

Fiscal Year	Budget	CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	5,928	5,546		
Charter School				
<b>Total Enrollment</b>	<b>5,928</b>	<b>5,546</b>	<b>6.4%</b>	<b>Not Met</b>
Second Prior Year (2022-23)				
District Regular	5,546	5,525		
Charter School				
<b>Total Enrollment</b>	<b>5,546</b>	<b>5,525</b>	<b>0.4%</b>	<b>Met</b>
First Prior Year (2023-24)				
District Regular	5,521	5,568		
Charter School				
<b>Total Enrollment</b>	<b>5,521</b>	<b>5,568</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2024-25)				
District Regular	5,568			
Charter School				
<b>Total Enrollment</b>	<b>5,568</b>			

**2B. Comparison of District Enrollment to the Standard**

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

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

**Explanation:**  
(required if NOT met)

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

**Explanation:**  
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	4,967	5,546	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>4,967</b>	<b>5,546</b>	<b>89.6%</b>
Second Prior Year (2022-23)			
District Regular	5,158	5,525	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>5,158</b>	<b>5,525</b>	<b>93.4%</b>
First Prior Year (2023-24)			
District Regular	5,280	5,568	
Charter School			
<b>Total ADA/Enrollment</b>	<b>5,280</b>	<b>5,568</b>	<b>94.8%</b>
Historical Average Ratio:			92.6%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>93.1%</b>

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2024-25)				
District Regular	5,280	5,568		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>5,280</b>	<b>5,568</b>	<b>94.8%</b>	<b>Not Met</b>
1st Subsequent Year (2025-26)				
District Regular	5,280	5,568		
Charter School				
<b>Total ADA/Enrollment</b>	<b>5,280</b>	<b>5,568</b>	<b>94.8%</b>	<b>Not Met</b>
2nd Subsequent Year (2026-27)				
District Regular	5,280	5,568		
Charter School				
<b>Total ADA/Enrollment</b>	<b>5,280</b>	<b>5,568</b>	<b>94.8%</b>	<b>Not Met</b>

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

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

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

**Explanation:**  
(required if NOT met)

Enrollment is traditionally based on prior year levels consistent with ADA protection. The District unexpectedly had a reduction of students in the third prior year which the pandemic exacerbated the following year and dramatically lowered the historical average ratio.

4. CRITERION: LCFF Revenue

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

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

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

Projected LCFF Revenue

		Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	5,499.63	5,349.86	5,349.86	5,349.86
b.	Prior Year ADA (Funded)		5,499.63	5,349.86	5,349.86
c.	Difference (Step 1a minus Step 1b)		(149.77)	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(2.72%)	0.00%	0.00%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		77,944,443.00	76,973,151.00	81,855,013.00
b1.	COLA percentage		1.07%	2.93%	3.08%
b2.	COLA amount (proxy for purposes of this criterion)		834,005.54	2,255,313.32	2,521,134.40
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.93%	3.08%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(1.65%)	2.93%	3.08%
LCFF Revenue Standard (Step 3, plus/minus 1%):			-2.65% to -0.65%	1.93% to 3.93%	2.08% to 4.08%



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

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

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,389,189.00	3,389,189.00	3,389,189.00	3,389,189.00
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

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

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	N/A	N/A	N/A

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

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

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	77,944,443.00	76,973,151.00	79,417,463.00	81,855,013.00
District's Projected Change in LCFF Revenue:		(1.25%)	3.18%	3.07%
<b>LCFF Revenue Standard</b>		<b>-2.65% to -0.65%</b>	<b>1.93% to 3.93%</b>	<b>2.08% to 4.08%</b>
<b>Status:</b>		Met	Met	Met

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

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

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

Explanation:  
(required if NOT met)



6. **CRITERION: Other Revenues and Expenditures**

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(1.65%)	2.93%	3.08%
<b>2. District's Other Revenues and Expenditures</b> <b>Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-11.65% to 8.35%</b>	<b>-7.07% to 12.93%</b>	<b>-6.92% to 13.08%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-6.65% to 3.35%	-2.07% to 7.93%	-1.92% to 8.08%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2023-24)	16,376,778.80		
Budget Year (2024-25)	4,256,215.00	(74.01%)	Yes
1st Subsequent Year (2025-26)	3,431,215.00	(19.38%)	Yes
2nd Subsequent Year (2026-27)	3,431,215.00	0.00%	No

**Explanation:**  
(required if Yes)

The following changes occur in 24-25: (\$11,869k) ESSER funding / (\$351k) School Improvement Grant and the following changes occur in 25-26: (\$825k) ESSER funding

**Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)**

First Prior Year (2023-24)	10,018,132.99		
Budget Year (2024-25)	16,172,115.00	61.43%	Yes
1st Subsequent Year (2025-26)	15,882,115.00	(1.79%)	No
2nd Subsequent Year (2026-27)	15,882,115.00	0.00%	No

**Explanation:**  
(required if Yes)

The following changes occur in 24-25: \$6,407k ELOP / (\$463k) In Person grant

**Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)**

First Prior Year (2023-24)	7,269,386.98		
Budget Year (2024-25)	4,941,075.00	(32.03%)	Yes
1st Subsequent Year (2025-26)	4,941,075.00	0.00%	No
2nd Subsequent Year (2026-27)	4,941,075.00	0.00%	No

**Explanation:**  
(required if Yes)

The following changes occur in 24-25: \$377k ERATE / (\$2,124k) Bus grants / (\$501k) Medi Cal funds

Hanford Elementary  
Kings County

2024-25 Budget, July 1  
General Fund  
School District Criteria and Standards Review

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

First Prior Year (2023-24)	8,670,312.02		
Budget Year (2024-25)	3,891,505.27	(55.12%)	Yes
1st Subsequent Year (2025-26)	3,461,505.27	(11.05%)	Yes
2nd Subsequent Year (2026-27)	5,461,505.27	57.78%	Yes

**Explanation:**

(required if Yes)

The following changes occur in 24-25: (\$240k) classroom standards / (\$968k) instructional materials / (\$3,354k) technology / (\$137k) Title III / \$428k KIT supplies. The following changes occur in 25-26: (\$430k) KIT supplies. The following changes occur in 26-27: \$2,000k textbook adoption

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

First Prior Year (2023-24)	7,155,394.38		
Budget Year (2024-25)	7,399,500.10	3.41%	Yes
1st Subsequent Year (2025-26)	7,399,500.10	0.00%	No
2nd Subsequent Year (2026-27)	7,399,500.10	0.00%	No

**Explanation:**

(required if Yes)

The following changes occur in 24-25: (\$77k) Special Education Transportation / \$155k Maintenance repairs / \$232k After school Instructional Consultants / (\$118k) Software Licenses.

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

DATA ENTRY: All data are extracted or calculated.

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

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

First Prior Year (2023-24)	33,664,298.77		
Budget Year (2024-25)	25,369,405.00	(24.64%)	Not Met
1st Subsequent Year (2025-26)	24,254,405.00	(4.40%)	Met
2nd Subsequent Year (2026-27)	24,254,405.00	0.00%	Met

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

First Prior Year (2023-24)	15,825,706.40		
Budget Year (2024-25)	11,291,005.37	(28.65%)	Not Met
1st Subsequent Year (2025-26)	10,861,005.37	(3.81%)	Met
2nd Subsequent Year (2026-27)	12,861,005.37	18.41%	Not Met

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

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

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Federal Revenue  
(linked from 6B  
if NOT met)

The following changes occur in 24-25: (\$11,869k) ESSER funding / (\$351k) School Improvement Grant and the following changes occur in 25-26: (\$825k) ESSER funding

**Explanation:**

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

The following changes occur in 24-25: \$6,407k ELOP / (\$463k) In Person grant

**Explanation:**

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

The following changes occur in 24-25: \$377k ERATE / (\$2,124k) Bus grants / (\$501k) Medi Cal funds

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

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

The following changes occur in 24-25: (\$240k) classroom standards / (\$968k) instructional materials / (\$3,354k) technology / (\$137k) Title III / \$428k KIT supplies. The following changes occur in 25-26: (\$430k) KIT supplies. The following changes occur in 26-27: \$2,000k textbook adoption

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

The following changes occur in 24-25: (\$77k) Special Education Transportation / \$155k Maintenance repairs / \$232k After school Instructional Consultants / (\$118k) Software Licenses.

7. CRITERION: Facilities Maintenance

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

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

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

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

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

No

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

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

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

98,152,751.65

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

0.00

3% Required

Budgeted Contribution<sup>1</sup>

Minimum Contribution  
(Line 2c times 3%)

to the Ongoing and Major  
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

98,152,751.65

2,944,582.55

3,000,000.00

Met

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

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

☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

☐ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])

☐ Other (explanation must be provided)

**Explanation:**

(required if NOT met  
and Other is marked)

8. **CRITERION: Deficit Spending**

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

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	6,598,856.80	5,191,211.16	6,327,637.86
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	6,598,856.80	5,191,211.16	6,327,637.86
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	90,817,353.88	93,498,717.35	111,868,900.89
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	90,817,353.88	93,498,717.35	111,868,900.89
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	7.3%	5.6%	5.7%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>2.4%</b>	<b>1.9%</b>	<b>1.9%</b>

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

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	1,522,119.67	60,589,003.06	N/A	Met
Second Prior Year (2022-23)	3,880,036.94	66,194,567.90	N/A	Met
First Prior Year (2023-24)	3,086,589.17	70,787,289.46	N/A	Met
Budget Year (2024-25) (Information only)	1,721,933.48	71,120,407.52		

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

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

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

Explanation:  
(required if NOT met)



9. CRITERION: Fund and Cash Balances

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

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

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

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

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2021-22)	14,951,486.34	16,630,651.46	N/A		Met
Second Prior Year (2022-23)	16,845,211.86	18,152,771.13	N/A		Met
First Prior Year (2023-24)	20,176,476.00	22,032,808.07	N/A		Met
Budget Year (2024-25) (Information only)	25,119,397.24				

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

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

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

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

Explanation:  
(required if NOT met)

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

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

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

Ending Cash Balance		
General Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2024-25)	44,974,060.52	Met

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

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

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

Explanation:  
(required if NOT met)

10. **CRITERION: Reserves**

**STANDARD:** Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

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

Percentage Level	District ADA
5% or \$87,000 (greater of)	0 to 300
4% or \$87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

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

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	5,280	5,280	5,280
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

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

**DATA ENTRY:** For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

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

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

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

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

All other data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	102,591,380.65	103,245,598.89	106,535,622.72
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	102,591,380.65	103,245,598.89	106,535,622.72
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	3,077,741.42	3,097,367.97	3,196,068.68
6. Reserve Standard - by Amount			

(\$87,000 for districts with 0 to 1,000 ADA, else 0)		0.00	0.00	0.00
7.	District's Reserve Standard			
(Greater of Line B5 or Line B6)		3,077,741.42	3,097,367.97	3,196,068.68

10C. Calculating the District's Budgeted Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	8,119,041.69	11,001,283.79	10,553,031.50
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	8,119,041.69	11,001,283.79	10,553,031.50
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	7.91%	10.66%	9.91%
District's Reserve Standard (Section 10B, Line 7):		3,077,741.42	3,097,367.97	3,196,068.68
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:  
(required if NOT met)

**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

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

No

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

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

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

Yes

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

There are several positions funded with ESSER/ELO funding that will be absorbed into the unrestricted general fund budget.

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

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

No

- 1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

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

No

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

**S5. Contributions**

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

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

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

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2023-24)	(7,407,623.22)			
Budget Year (2024-25)	(7,607,504.00)	199,880.78	2.7%	Met
1st Subsequent Year (2025-26)	(7,607,504.00)	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	(12,107,504.00)	4,500,000.00	59.2%	Not Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2023-24)	294,096.00			
Budget Year (2024-25)	294,096.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	294,096.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	294,096.00	0.00	0.0%	Met
<b>1d. Impact of Capital Projects</b>				
Do you have any capital projects that may impact the general fund operational budget?				No

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

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**

(required if NOT met)

A contribution is required to fund positions funded with the Learning Recovery and Discretionary Grants.

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

**Explanation:**

(required if NOT met)

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

**Explanation:**

(required if NOT met)

--

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

**Project Information:**

(required if YES)

**S6. Long-term Commitments**

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

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

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

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

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

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

Yes

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

Type of Commitment	# of Years		SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2024	
Leases	21	01-8010	01-7439	4,400,940	
Certificates of Participation					
General Obligation Bonds	25	51-8651	51-5800	21,620,000	
Supp Early Retirement Program					
State School Building Loans					
Compensated Absences	1	01-8010	51-5800	479,222	

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

Bond Premiums	25	51-8651	51-5800	1,433,544
TOTAL:				27,933,706

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
	(P & I)	(P & I)	(P & I)	(P & I)
Leases	248,439	248,439	248,439	248,439
Certificates of Participation				
General Obligation Bonds	1,564,425	1,011,675	1,045,275	1,082,275
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	0	0	0	0
Other Long-term Commitments (continued):				
Bond Premiums	77,862	62,852	62,852	62,582
Total Annual Payments:	1,890,726	1,322,966	1,356,566	1,393,296
Has total annual payment increased over prior year (2023-24)?	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

Explanation:  
(required if Yes)



**S7. Unfunded Liabilities**

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

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

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

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

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

Yes

- 2 For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

District employees may retire with District-paid medical and dental benefits after satisfaction of age and service requirements that vary by bargaining unit or employee classification. Classified: Age 55 and 13 years of consecutive service. Benefits for retirements prior to July 1, 2007 extend for a maximum of five years and do not include District-paid dental premiums. Certificated: Age 55 and 13 years of service, including five years immediately before retirement. Management/Confidential/Professional: Age 55 and 10 years of service (13 years for those hired on or after January 1, 2013).

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

Pay-as-you-go

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

Self-Insurance Fund	Governmental Fund
0	13,718,700

- 4 OPEB Liabilities

a. Total OPEB liability

13,568,357.00

b. OPEB plan(s) fiduciary net position (if applicable)

0.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

13,568,357.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

6/30/2023

- 5 OPEB Contributions

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

Method

1,869,948.00

1,869,948.00

1,869,948.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

465,738.00

465,738.00

465,738.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

496,400.00

437,501.00

399,187.00

d. Number of retirees receiving OPEB benefits

38.00

38.00

38.00

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

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

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

Yes

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

The District is self-funded for dental insurance and performs triennial actuarial studies to ensure proper funding levels. The most recent study was dated 6/30/21.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

78,400.00
0.00

b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
824,158.00	824,158.00	824,158.00
835,200.00	835,200.00	835,200.00

b. Amount contributed (funded) for self-insurance programs

**S8. Status of Labor Agreements**

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

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

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

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

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	290.6	287	287	287

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

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

No

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

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

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

Unsettled for salary/benefits for 2024-25.

**Negotiations Settled**

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

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

Hanford Elementary  
Kings County

2024-25 Budget, July 1  
General Fund  
School District Criteria and Standards  
Review

16 63917 0000000  
Form 01CS  
F8B6T2R7AG(2024-25)

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

--

Negotiations Not Settled

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

373299

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

7. Amount included for any tentative salary schedule increases

0

0

0

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

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

1. Are costs of H&W benefit changes included in the budget and MYPs?

Yes

Yes

Yes

2. Total cost of H&W benefits

4986602

5039984

5039984

3. Percent of H&W cost paid by employer

97.5%

96.5%

96.5%

4. Percent projected change in H&W cost over prior year

3.8%

0.0%

0.0%

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

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

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

No

If Yes, explain the nature of the new costs:

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

1. Are step & column adjustments included in the budget and MYPs?

Yes

Yes

Yes

2. Cost of step & column adjustments

703347

703347

703347

3. Percent change in step & column over prior year

3.8%

0.0%

0.0%

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

1. Are savings from attrition included in the budget and MYPs?

Yes

Yes

Yes

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

Yes

Yes

Yes

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

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


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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	259.3	257.9	257.9	257.9

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

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

No

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

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

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

Unsettled for salary/benefits for 2024-25.

**Negotiations Settled**

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

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

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

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

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

Hanford Elementary  
Kings County

2024-25 Budget, July 1  
General Fund  
School District Criteria and Standards Review

Negotiations Not Settled

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

186863

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

7. Amount included for any tentative salary schedule increases

0

0

0

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

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

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

Yes

Yes

Yes

2174486

2191553

2191553

78.4%

77.8%

77.8%

(.8%)

.8%

0.0%

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

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

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

If Yes, explain the nature of the new costs:

No

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

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

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

Yes

Yes

Yes

143093

143093

143093

(18.3%)

0.0%

0.0%

Budget Year  
(2024-25)

1st Subsequent Year  
(2025-26)

2nd Subsequent Year  
(2026-27)

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

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

Yes

Yes

Yes

Yes

Yes

Yes

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

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


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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	93	91.9	92	92

**Management/Supervisor/Confidential**

**Salary and Benefit Negotiations**

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

No

If Yes, complete question 2.

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

Unsettled for salary/benefits for 2024-25.

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

Negotiations Settled

2. Salary settlement:

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

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

No	No	No

Total cost of salary settlement

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

Negotiations Not Settled

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

153123

4. Amount included for any tentative salary schedule increases

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

0	0	0
---	---	---

**Management/Supervisor/Confidential**

**Health and Welfare (H&W) Benefits**

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes
1793899	1809100	1809100
92.0%	91.3%	91.3%
4.0%	0.0%	0.0%

**Management/Supervisor/Confidential**

**Step and Column Adjustments**

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes
131334	131334	131334
(1.5%)	0.0%	0.0%

**Management/Supervisor/Confidential**

**Other Benefits (mileage, bonuses, etc.)**

1. Are costs of other benefits included in the budget and MYPs?  
2. Total cost of other benefits  
3. Percent change in cost of other benefits over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes
38837	38837	38837
8.4%	0.0%	0.0%



S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.  
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

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

Yes
Jun 26, 2024

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.  
DATA ENTRY: Click the appropriate Yes or No button.  
Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes
-----

ADDITIONAL FISCAL INDICATORS

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

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:  
(optional)

--

End of School District Budget Criteria and Standards Review

Budget, July 1  
2023-24 Estimated Actuals  
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable	22,300,000.00		22,300,000.00		680,000.00	21,620,000.00	160,000.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	2,335,753.72	770,904.00	3,106,657.72	1,431,680.00	137,397.00	4,400,940.72	137,397.00
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	1,511,406.00		1,511,406.00		77,862.00	1,433,544.00	62,852.00
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability	16,696,441.00	(2,440,971.00)	14,255,470.00		687,113.00	13,568,357.00	
Compensated Absences Payable	479,222.32		479,222.32			479,222.32	
Subscription Liability		23,362.00	23,362.00			23,362.00	23,362.00
Governmental activities long-term liabilities	43,322,823.04	(1,646,705.00)	41,676,118.04	1,431,680.00	1,582,372.00	41,525,426.04	383,611.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Budget, July 1  
2023-24 Estimated Actuals  
GENERAL FUND  
Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	40,365,533.34	301	0.00	303	40,365,533.34	305	88,010.00		307	40,277,523.34	309
2000 - Classified Salaries	16,927,220.20	311	41,057.99	313	16,886,162.21	315	2,457,708.08		317	14,428,454.13	319
3000 - Employee Benefits	26,764,732.67	321	480,672.14	323	26,284,060.53	325	1,135,935.00		327	25,148,125.53	329
4000 - Books, Supplies Equip Replace. (6500)	11,511,364.19	331	216,099.05	333	11,295,265.14	335	3,346,958.14		337	7,948,307.00	339
5000 - Services . . . & 7300 - Indirect Costs	7,090,394.38	341	0.00	343	7,090,394.38	345	(215,385.52)		347	7,305,779.90	349
TOTAL					101,921,415.60	365			TOTAL	95,108,189.90	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	29,868,345.79	375
2. Salaries of Instructional Aides Per EC 41011. . . . .	2100	1,913,226.71	380
3. STRS. . . . .	3101 & 3102	8,087,575.99	382
4. PERS. . . . .	3201 & 3202	532,122.00	383
5. OASDI - Regular, Medicare and Alternative. . . . .	3301 & 3302	666,334.14	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .	3401 & 3402	4,761,574.00	385
7. Unemployment Insurance. . . . .	3501 & 3502	16,466.73	390
8. Workers' Compensation Insurance. . . . .	3601 & 3602	539,819.85	392
9. OPEB, Active Employees (EC 41372). . . . .	3751 & 3752	0.00	
10. Other Benefits (EC 22310). . . . .	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .		46,385,465.21	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .		46,385,465.21	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .		48.77%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .			

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

Budget, July 1  
2024-25 Budget  
GENERAL FUND  
Current Expense Formula/Minimum Classroom  
Compensation

378  
16 63917 0000000  
Form CEB  
F8B6T2R7AG(2024-25)

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	40,468,415.00	301	0.00	303	40,468,415.00	305	102,438.00		307	40,365,977.00	309
2000 - Classified Salaries	16,961,607.00	311	41,058.00	313	16,920,549.00	315	2,437,804.00		317	14,482,745.00	319
3000 - Employee Benefits	27,330,294.00	321	481,275.00	323	26,849,019.00	325	1,157,851.00		327	25,691,168.00	329
4000 - Books, Supplies Equip Replace. (6500)	4,676,005.27	331	659,567.03	333	4,016,438.24	335	663,390.00		337	3,353,048.24	339
5000 - Services. . & 7300 - Indirect Costs	7,299,500.10	341	0.00	343	7,299,500.10	345	(249,162.50)		347	7,548,662.60	349
TOTAL					95,553,921.34	365	TOTAL			91,441,600.84	369

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

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

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

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

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .	47,064,965.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .		396
14. TOTAL SALARIES AND BENEFITS. . . . .	47,064,965.00	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. . . . .	51.47%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .		

**PART III: DEFICIENCY AMOUNT**

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	60.00%	
2. Percentage spent by this district (Part II, Line 15) . . . . .	51.47%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	8.53%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	91,441,600.84	
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	7,799,968.55	

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


Budget, July 1  
2023-24 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	102,091.69	0.00	0.00	(65,000.00)				
Other Sources/Uses Detail					0.00	294,096.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(102,091.69)	65,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					100,000.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		



Budget, July 1  
2023-24 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

381  
16 63917 0000000  
Form SIAA  
F8B6T2R7AG(2024-25)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					194,096.00	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					1,500,000.00	7,480,047.17		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					7,480,047.17	1,500,000.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1  
2023-24 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

382  
16 63917 0000000  
Form SIAA  
F8B6T2R7AG(2024-25)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1  
2023-24 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

383  
16 63917 0000000  
Form SIAA  
F8B6T2R7AG(2024-25)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	102,091.69	(102,091.69)	65,000.00	(65,000.00)	9,274,143.17	9,274,143.17	0.00	0.00

Hanford Elementary  
Kings County

Budget, July 1  
2024-25 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

16 63917 0000000  
Form SIAB  
F8B6T2R7AG(2024-25)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	91,156.00	0.00	0.00	(100,000.00)				
Other Sources/Uses Detail					0.00	294,096.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(91,156.00)	100,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					100,000.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1  
2024-25 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

385  
16 63917 0000000  
Form SIAB  
F8B6T2R7AG(2024-25)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					194,096.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	350,333.94		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					350,333.94	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1  
2024-25 Budget Budget, July 1  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

386  
16 63917 0000000  
Form SIAB  
F8B6T2R7AG(2024-25)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	91,156.00	(91,156.00)	100,000.00	(100,000.00)	644,429.94	644,429.94		



**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) 3,097,178.00
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. 0.00
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**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) 80,494,564.07

**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) 3.85%

**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. 0.00  
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) 3,402,899.96
2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 1,123,098.18



3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	60,000.00
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)	331,094.73
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)	4,917,092.87
9. Carry-Forward Adjustment (Part IV, Line F)	182,022.59
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	5,099,115.45
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	56,247,074.69
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	13,480,874.92
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	11,422,608.06
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	3,911,544.52
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	754,423.09
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	39,095.27
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)	8,268,768.30
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)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	2,286,155.56
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)	96,410,544.41
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	5.10%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
(For final approved fixed-with-carry-forward rate for use in 2025-26 see <a href="http://www.cde.ca.gov/fg/ac/ic">www.cde.ca.gov/fg/ac/ic</a> )	
(Line A10 divided by Line B19)	5.29%

**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.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	4,917,092.87
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	(849,725.34)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.03%) times Part III, Line B19); zero if negative	182,022.59
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.03%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4%) times Part III, Line B19); zero if positive	0.00
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	182,022.59
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	182,022.59

Approved  
indirect  
cost rate: 4.03%

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Highest  
rate used  
in any  
program: 4.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	2,829,387.99	108,000.00	3.82%
01	3010	1,809,297.00	24.00	0.00%
01	3182	206,617.13	1,127.00	0.55%
01	3213	7,844,705.87	300,000.00	3.82%
01	3310	242,164.00	8,000.00	3.30%
01	4035	288,352.00	3,455.00	1.20%
01	6010	1,448,941.89	36,058.11	2.49%
01	6053	323,264.00	10,885.00	3.37%
01	6266	370,502.00	9,000.00	2.43%
01	6500	4,623,339.00	159,892.00	3.46%
01	6546	251,410.00	9,000.00	3.58%
01	8150	2,447,688.90	98,000.00	4.00%
13	5310	2,286,155.56	65,000.00	2.84%

Budget, July 1  
2023-24 Estimated Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	2,553,970.29		1,670,909.26	4,224,879.55
2. State Lottery Revenue	8560	973,000.00		396,000.00	1,369,000.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		3,526,970.29	0.00	2,066,909.26	5,593,879.55
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	41,664.00		0.00	41,664.00
2. Classified Salaries	2000-2999	2,325.00		0.00	2,325.00
3. Employee Benefits	3000-3999	10,108.00		0.00	10,108.00
4. Books and Supplies	4000-4999	702,160.79		85,564.04	787,724.83
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	203,737.48			203,737.48
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			5,000.00	5,000.00
6. Capital Outlay	6000-6999	22,765.43		0.00	22,765.43
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 )		982,760.70	0.00	90,564.04	1,073,324.74
<b>C. ENDING BALANCE (Must equal Line A6 minus Line B12)</b>	979Z	2,544,209.59	0.00	1,976,345.22	4,520,554.81
<b>D. COMMENTS:</b>					
Software Licenses					

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.

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	111,868,900.89
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	16,376,778.80
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	6,200,511.98
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	137,397.28
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	294,096.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	139.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				6,632,144.26
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				88,859,977.83
<b>Section II - Expenditures Per ADA</b>				<b>2023-24 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				5,349.86
B. Expenditures per ADA (Line I.E divided by Line II.A)				16,609.78

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.)	77,018,141.65	14,716.12
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)	77,018,141.65	14,716.12
B. Required effort (Line A.2 times 90%)	69,316,327.49	13,244.51
C. Current year expenditures (Line I.E and Line II.B)	88,859,977.83	16,609.78
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 2025-26 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



Hanford Elementary  
Kings County

**Budget, July 1**  
**2024-25**  
**General Fund**  
**Special Education Revenue**  
**Allocations**  
**Setup**

**16 63917 0000000**  
**Form SEAS**  
**F8B6T2R7AG(2024-25)**

Current LEA:	16-63917-0000000 Hanford Elementary	
Selected SELPA:	AC	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA	DATE APPROVED	
ID	SELPA-TITLE	(from Form SEA)
AC	Kings County	

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

398

16 63917 0000000  
Form 01  
F8B6T2R7AG(2024-25)

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		77,644,443.00	0.00	77,644,443.00	76,673,151.00	0.00	76,673,151.00	-1.3%
2) Federal Revenue	8100-8299		0.00	16,376,778.80	16,376,778.80	0.00	4,256,215.00	4,256,215.00	-74.0%
3) Other State Revenue	8300-8599		1,935,105.50	8,083,027.49	10,018,132.99	2,007,596.00	14,164,519.00	16,172,115.00	61.4%
4) Other Local Revenue	8600-8799		1,701,953.35	5,567,433.63	7,269,386.98	1,769,098.00	3,171,977.00	4,941,075.00	-32.0%
5) TOTAL, REVENUES			81,281,501.85	30,027,239.92	111,308,741.77	80,449,845.00	21,592,711.00	102,042,556.00	-8.3%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		31,144,836.00	9,220,697.34	40,365,533.34	32,751,341.00	7,717,074.00	40,468,415.00	0.3%
2) Classified Salaries	2000-2999		11,382,110.00	5,545,110.20	16,927,220.20	11,467,997.00	5,493,610.00	16,961,607.00	0.2%
3) Employee Benefits	3000-3999		17,662,997.14	9,101,735.53	26,764,732.67	18,555,096.00	8,775,198.00	27,330,294.00	2.1%
4) Books and Supplies	4000-4999		4,724,311.21	3,946,000.81	8,670,312.02	2,376,474.24	1,515,031.03	3,891,505.27	-55.1%
5) Services and Other Operating Expenditures	5000-5999		4,626,482.15	2,528,912.23	7,155,394.38	4,777,046.00	2,622,454.10	7,399,500.10	3.4%
6) Capital Outlay	6000-6999		630,858.79	8,455,841.21	9,086,700.00	545,000.00	2,674,500.00	3,219,500.00	-64.6%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		1,130,039.28	1,539,873.00	2,669,912.28	1,130,039.28	1,996,424.00	3,126,463.28	17.1%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(808,441.11)	743,441.11	(65,000.00)	(776,682.00)	676,682.00	(100,000.00)	53.8%
9) TOTAL, EXPENDITURES			70,493,193.46	41,081,611.43	111,574,804.89	70,826,311.52	31,470,973.13	102,297,284.65	-8.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,788,308.39	(11,054,371.51)	(266,063.12)	9,623,533.48	(9,878,262.13)	(254,728.65)	-4.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		294,096.00	0.00	294,096.00	294,096.00	0.00	294,096.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	1,431,679.60	1,431,679.60	0.00	0.00	0.00	-100.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(7,407,623.22)	7,407,623.22	0.00	(7,607,504.00)	7,607,504.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,701,719.22)	8,839,302.82	1,137,583.60	(7,901,600.00)	7,607,504.00	(294,096.00)	-125.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,086,589.17	(2,215,068.69)	871,520.48	1,721,933.48	(2,270,758.13)	(548,824.65)	-163.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		22,032,808.07	27,343,960.91	49,376,768.98	25,119,397.24	25,128,892.22	50,248,289.46	1.8%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			22,032,808.07	27,343,960.91	49,376,768.98	25,119,397.24	25,128,892.22	50,248,289.46	1.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,032,808.07	27,343,960.91	49,376,768.98	25,119,397.24	25,128,892.22	50,248,289.46	1.8%
2) Ending Balance, June 30 (E + F1e)			25,119,397.24	25,128,892.22	50,248,289.46	26,841,330.72	22,858,134.09	49,699,464.81	-1.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,050.00	0.00	5,050.00	5,100.00	0.00	5,100.00	1.0%
Stores		9712	235,239.38	0.00	235,239.38	165,719.03	0.00	165,719.03	-29.6%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	25,128,892.22	25,128,892.22	0.00	22,858,134.09	22,858,134.09	-9.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	18,551,470.00	0.00	18,551,470.00	18,551,470.00	0.00	18,551,470.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,327,637.86	0.00	6,327,637.86	8,119,041.69	0.00	8,119,041.69	28.3%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
<b>LCFF SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	57,975,983.00	0.00	57,975,983.00	57,283,644.00	0.00	57,283,644.00	-1.2%
Education Protection Account State Aid - Current Year		8012	16,579,271.00	0.00	16,579,271.00	16,300,318.00	0.00	16,300,318.00	-1.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	31,951.00	0.00	31,951.00	31,951.00	0.00	31,951.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,352,361.00	0.00	4,352,361.00	4,170,158.00	0.00	4,170,158.00	-4.2%
Unsecured Roll Taxes		8042	322,888.00	0.00	322,888.00	322,888.00	0.00	322,888.00	0.0%
Prior Years' Taxes		8043	86,405.00	0.00	86,405.00	86,405.00	0.00	86,405.00	0.0%
Supplemental Taxes		8044	126,028.00	0.00	126,028.00	126,028.00	0.00	126,028.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(1,552,168.00)	0.00	(1,552,168.00)	(1,369,965.00)	0.00	(1,369,965.00)	-11.7%

Description Resource Codes Object Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	21,724.00	0.00	21,724.00	21,724.00	0.00	21,724.00	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			77,944,443.00	0.00	77,944,443.00	76,973,151.00	0.00	76,973,151.00	-1.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(300,000.00)		(300,000.00)	(300,000.00)		(300,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			77,644,443.00	0.00	77,644,443.00	76,673,151.00	0.00	76,673,151.00	-1.3%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	255,339.00	255,339.00	0.00	255,339.00	255,339.00	0.0%
Special Education Discretionary Grants		8182	0.00	60,611.00	60,611.00	0.00	60,611.00	60,611.00	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	894.00	894.00	0.00	0.00	0.00	-100.0%
Title I, Part A, Basic	3010	8290		2,211,392.00	2,211,392.00		2,270,000.00	2,270,000.00	2.7%
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		291,807.00	291,807.00		290,000.00	290,000.00	-0.6%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		12,370.00	12,370.00	New
Title III, English Learner Program	4203	8290		387,122.00	387,122.00		250,000.00	250,000.00	-35.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		370,879.13	370,879.13		196,212.00	196,212.00	-47.1%
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	12,798,734.67	12,798,734.67	0.00	921,683.00	921,683.00	-92.8%
TOTAL, FEDERAL REVENUE			0.00	16,376,778.80	16,376,778.80	0.00	4,256,215.00	4,256,215.00	-74.0%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
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	23,133.00	23,133.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	194,096.00	0.00	194,096.00	194,096.00	0.00	194,096.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	973,000.00	396,000.00	1,369,000.00	973,000.00	396,000.00	1,369,000.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		1,485,000.00	1,485,000.00		1,485,000.00	1,485,000.00	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%
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	768,009.50	6,178,894.49	6,946,903.99	840,500.00	12,283,519.00	13,124,019.00	88.9%
TOTAL, OTHER STATE REVENUE			1,935,105.50	8,083,027.49	10,018,132.99	2,007,596.00	14,164,519.00	16,172,115.00	61.4%
<b>OTHER LOCAL REVENUE</b>									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Local Revenue									
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	38,313.89	38,313.89	0.00	43,752.00	43,752.00	14.2%
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	35,363.00	0.00	35,363.00	20,000.00	0.00	20,000.00	-43.4%
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	28,788.70	0.00	28,788.70	20,000.00	0.00	20,000.00	-30.5%
Interest		8660	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	17,367.80	0.00	17,367.80	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	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	620,433.85	3,010,008.74	3,630,442.59	729,098.00	589,500.00	1,318,598.00	-63.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other 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		2,519,111.00	2,519,111.00		2,538,725.00	2,538,725.00	0.8%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	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			1,701,953.35	5,567,433.63	7,269,386.98	1,769,098.00	3,171,977.00	4,941,075.00	-32.0%
TOTAL, REVENUES			81,281,501.85	30,027,239.92	111,308,741.77	80,449,845.00	21,592,711.00	102,042,556.00	-8.3%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	24,690,008.00	5,306,752.35	29,996,760.35	26,405,722.00	3,767,198.00	30,172,920.00	0.6%
Certificated Pupil Support Salaries		1200	1,480,745.00	2,387,067.63	3,867,812.63	1,490,745.00	2,444,508.00	3,935,253.00	1.7%
Certificated Supervisors' and Administrators' Salaries		1300	4,974,001.00	162,170.00	5,136,171.00	4,854,874.00	123,477.00	4,978,351.00	-3.1%
Other Certificated Salaries		1900	82.00	1,364,707.36	1,364,789.36	0.00	1,381,891.00	1,381,891.00	1.3%
TOTAL, CERTIFICATED SALARIES			31,144,836.00	9,220,697.34	40,365,533.34	32,751,341.00	7,717,074.00	40,468,415.00	0.3%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	109,782.00	1,803,444.71	1,913,226.71	134,631.00	1,875,116.00	2,009,747.00	5.0%
Classified Support Salaries		2200	4,566,518.00	3,170,611.57	7,737,129.57	4,604,560.00	3,114,405.00	7,718,965.00	-0.2%
Classified Supervisors' and Administrators' Salaries		2300	562,669.00	173,423.00	736,092.00	562,669.00	173,423.00	736,092.00	0.0%
Clerical, Technical and Office Salaries		2400	4,337,149.00	314,045.27	4,651,194.27	4,364,150.00	276,980.00	4,641,130.00	-0.2%
Other Classified Salaries		2900	1,805,992.00	83,585.65	1,889,577.65	1,801,987.00	53,686.00	1,855,673.00	-1.8%
TOTAL, CLASSIFIED SALARIES			11,382,110.00	5,545,110.20	16,927,220.20	11,467,997.00	5,493,610.00	16,961,607.00	0.2%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	5,848,663.00	5,104,912.45	10,953,575.45	6,156,506.00	4,990,906.00	11,147,412.00	1.8%
PERS		3201-3202	2,784,380.00	1,424,444.00	4,208,824.00	2,972,697.00	1,429,905.00	4,402,602.00	4.6%
OASDI/Medicare/Alternative		3301-3302	1,338,124.00	542,222.72	1,880,346.72	1,368,064.00	516,291.00	1,884,355.00	0.2%



Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Health and Welfare Benefits		3401-3402	6,503,873.00	1,784,098.00	8,287,971.00	6,672,461.00	1,568,922.00	8,241,383.00	-0.6%
Unemployment Insurance		3501-3502	21,379.00	7,287.56	28,666.56	22,220.00	6,504.00	28,724.00	0.2%
Workers' Compensation		3601-3602	700,834.00	238,770.80	939,604.80	897,410.00	262,670.00	1,160,080.00	23.5%
OPEB, Allocated		3701-3702	465,744.14	0.00	465,744.14	465,738.00	0.00	465,738.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			17,662,997.14	9,101,735.53	26,764,732.67	18,555,096.00	8,775,198.00	27,330,294.00	2.1%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	50,000.00	17,100.00	67,100.00	150,000.00	118,464.00	268,464.00	300.1%
Books and Other Reference Materials		4200	175,219.39	291,423.11	466,642.50	77,343.00	174,610.00	251,953.00	-46.0%
Materials and Supplies		4300	2,702,014.47	3,352,279.34	6,054,293.81	1,512,609.58	901,401.82	2,414,011.40	-60.1%
Noncapitalized Equipment		4400	1,797,077.35	285,198.36	2,082,275.71	636,521.66	320,555.21	957,076.87	-54.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,724,311.21	3,946,000.81	8,670,312.02	2,376,474.24	1,515,031.03	3,891,505.27	-55.1%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	175,000.00	666,710.89	841,710.89	175,000.00	589,485.00	764,485.00	-9.2%
Travel and Conferences		5200	159,360.47	141,575.59	300,936.06	164,980.00	127,627.00	292,607.00	-2.8%
Dues and Memberships		5300	29,048.78	2,857.00	31,905.78	28,450.00	2,420.00	30,870.00	-3.2%
Insurance		5400 - 5450	517,506.00	0.00	517,506.00	567,500.00	0.00	567,500.00	9.7%
Operations and Housekeeping Services		5500	1,483,300.00	750.00	1,484,050.00	1,534,700.00	500.00	1,535,200.00	3.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	210,337.55	563,985.70	774,323.25	225,030.00	737,565.10	962,595.10	24.3%
Transfers of Direct Costs		5710	(137,001.20)	137,001.20	0.00	(139,650.00)	139,650.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	74,507.92	27,583.77	102,091.69	72,206.00	18,950.00	91,156.00	-10.7%
Professional/Consulting Services and Operating Expenditures		5800	2,038,517.82	988,148.08	3,026,665.90	2,072,928.00	1,005,557.00	3,078,485.00	1.7%
Communications		5900	75,904.81	300.00	76,204.81	75,902.00	700.00	76,602.00	0.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,626,482.15	2,528,912.23	7,155,394.38	4,777,046.00	2,622,454.10	7,399,500.10	3.4%
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	1,621,679.60	1,621,679.60	0.00	120,000.00	120,000.00	-92.6%
Buildings and Improvements of Buildings		6200	0.00	2,257,111.65	2,257,111.65	0.00	2,110,000.00	2,110,000.00	-6.5%
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	540,804.58	1,826,052.00	2,366,856.58	60,000.00	145,000.00	205,000.00	-91.3%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment Replacement		6500	90,054.21	2,750,997.96	2,841,052.17	485,000.00	299,500.00	784,500.00	-72.4%
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			630,858.79	8,455,841.21	9,086,700.00	545,000.00	2,674,500.00	3,219,500.00	-64.6%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	992,642.00	1,538,979.00	2,531,621.00	992,642.00	1,996,424.00	2,989,066.00	18.1%
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	894.00	894.00	0.00	0.00	0.00	-100.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	137,397.28	0.00	137,397.28	137,397.28	0.00	137,397.28	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,130,039.28	1,539,873.00	2,669,912.28	1,130,039.28	1,996,424.00	3,126,463.28	17.1%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(743,441.11)	743,441.11	0.00	(676,682.00)	676,682.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs - Interfund		7350	(65,000.00)	0.00	(65,000.00)	(100,000.00)	0.00	(100,000.00)	53.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(808,441.11)	743,441.11	(65,000.00)	(776,682.00)	676,682.00	(100,000.00)	53.8%
TOTAL, EXPENDITURES			70,493,193.46	41,081,611.43	111,574,804.89	70,826,311.52	31,470,973.13	102,297,284.65	-8.3%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	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%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	194,096.00	0.00	194,096.00	194,096.00	0.00	194,096.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			294,096.00	0.00	294,096.00	294,096.00	0.00	294,096.00	0.0%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	1,431,679.60	1,431,679.60	0.00	0.00	0.00	-100.0%
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	1,431,679.60	1,431,679.60	0.00	0.00	0.00	-100.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Object

Description Resource Codes Object Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other 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%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(7,407,623.22)	7,407,623.22	0.00	(7,607,504.00)	7,607,504.00	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			(7,407,623.22)	7,407,623.22	0.00	(7,607,504.00)	7,607,504.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> <b>(a- b + c - d + e)</b>			(7,701,719.22)	8,839,302.82	1,137,583.60	(7,901,600.00)	7,607,504.00	(294,096.00)	-125.9%

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Function

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	77,644,443.00	0.00	77,644,443.00	76,673,151.00	0.00	76,673,151.00	-1.3%
2) Federal Revenue		8100-8299	0.00	16,376,778.80	16,376,778.80	0.00	4,256,215.00	4,256,215.00	-74.0%
3) Other State Revenue		8300-8599	1,935,105.50	8,083,027.49	10,018,132.99	2,007,596.00	14,164,519.00	16,172,115.00	61.4%
4) Other Local Revenue		8600-8799	1,701,953.35	5,567,433.63	7,269,386.98	1,769,098.00	3,171,977.00	4,941,075.00	-32.0%
5) TOTAL, REVENUES			81,281,501.85	30,027,239.92	111,308,741.77	80,449,845.00	21,592,711.00	102,042,556.00	-8.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	40,251,848.18	16,218,736.91	56,470,585.09	40,493,188.24	11,496,731.50	51,989,919.74	-7.9%
2) Instruction - Related Services	2000-2999		10,244,084.36	3,281,401.65	13,525,486.01	10,078,558.00	3,127,723.00	13,206,281.00	-2.4%
3) Pupil Services	3000-3999		7,647,945.19	7,545,335.07	15,193,280.26	7,340,401.00	5,130,899.53	12,471,300.53	-17.9%
4) Ancillary Services	4000-4999		406,922.78	3,504,621.74	3,911,544.52	384,595.00	3,934,707.00	4,319,302.00	10.4%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		4,545,008.99	823,340.52	5,368,349.51	5,142,758.00	716,527.00	5,859,285.00	9.1%
8) Plant Services	8000-8999		6,267,344.68	8,168,302.54	14,435,647.22	6,256,772.00	5,067,961.10	11,324,733.10	-21.6%
9) Other Outgo	9000-9999		1,130,039.28	1,539,873.00	2,669,912.28	1,130,039.28	1,996,424.00	3,126,463.28	17.1%
10) TOTAL, EXPENDITURES			70,493,193.46	41,081,611.43	111,574,804.89	70,826,311.52	31,470,973.13	102,297,284.65	-8.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			10,788,308.39	(11,054,371.51)	(266,063.12)	9,623,533.48	(9,878,262.13)	(254,728.65)	-4.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	294,096.00	0.00	294,096.00	294,096.00	0.00	294,096.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	1,431,679.60	1,431,679.60	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,407,623.22)	7,407,623.22	0.00	(7,607,504.00)	7,607,504.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,701,719.22)	8,839,302.82	1,137,583.60	(7,901,600.00)	7,607,504.00	(294,096.00)	-125.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,086,589.17	(2,215,068.69)	871,520.48	1,721,933.48	(2,270,758.13)	(548,824.65)	-163.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	22,032,808.07	27,343,960.91	49,376,768.98	25,119,397.24	25,128,892.22	50,248,289.46	1.8%

Budget, July 1  
General Fund  
Unrestricted and Restricted  
Expenditures by Function

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,032,808.07	27,343,960.91	49,376,768.98	25,119,397.24	25,128,892.22	50,248,289.46	1.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,032,808.07	27,343,960.91	49,376,768.98	25,119,397.24	25,128,892.22	50,248,289.46	1.8%
2) Ending Balance, June 30 (E + F1e)			25,119,397.24	25,128,892.22	50,248,289.46	26,841,330.72	22,858,134.09	49,699,464.81	-1.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,050.00	0.00	5,050.00	5,100.00	0.00	5,100.00	1.0%
Stores		9712	235,239.38	0.00	235,239.38	165,719.03	0.00	165,719.03	-29.6%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	25,128,892.22	25,128,892.22	0.00	22,858,134.09	22,858,134.09	-9.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	18,551,470.00	0.00	18,551,470.00	18,551,470.00	0.00	18,551,470.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,327,637.86	0.00	6,327,637.86	8,119,041.69	0.00	8,119,041.69	28.3%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	7,656,995.49	8,972,307.49
6266	Educator Effectiveness, FY 2021-22	815,990.32	413,486.32
6300	Lottery: Instructional Materials	1,976,345.22	2,248,881.22
6546	Mental Health-Related Services	324,662.14	349,014.14
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	3,112,467.97	1,949,089.97
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	590,319.00	906,457.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	659,567.03	0.00
7399	LCFF Equity Multiplier	88,419.00	38,821.00
7435	Learning Recovery Emergency Block Grant	8,144,934.00	5,952,869.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	108,352.34	124,731.24
9010	Other Restricted Local	1,650,839.71	1,902,476.71
Total, Restricted Balance		25,128,892.22	22,858,134.09

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,771.20	19,771.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,771.20	19,771.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,771.20	19,771.20	0.0%
2) Ending Balance, June 30 (E + F1e)			19,771.20	19,771.20	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	19,771.20	19,771.20	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
<b>REVENUES</b>					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternativ e		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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,771.20	19,771.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,771.20	19,771.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,771.20	19,771.20	0.0%
2) Ending Balance, June 30 (E + F1e)			19,771.20	19,771.20	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	19,771.20	19,771.20	0.0%
c) Committed					

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
8210	Student Activity Funds	19,771.20	19,771.20
Total, Restricted Balance		19,771.20	19,771.20

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62.13	62.13	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62.13	62.13	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62.13	62.13	0.0%
2) Ending Balance, June 30 (E + F1e)			62.13	62.13	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	62.13	62.13	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	0.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	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%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	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%
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	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%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	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%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
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			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62.13	62.13	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62.13	62.13	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62.13	62.13	0.0%
2) Ending Balance, June 30 (E + F1e)			62.13	62.13	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	62.13	62.13	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	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,574,439.93	3,441,062.00	-3.7%
3) Other State Revenue		8300-8599	1,303,883.00	1,242,704.00	-4.7%
4) Other Local Revenue		8600-8799	119,480.00	142,153.00	19.0%
5) TOTAL, REVENUES			4,997,802.93	4,825,919.00	-3.4%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,446,802.25	1,549,952.00	7.1%
3) Employee Benefits		3000-3999	667,685.00	707,782.00	6.0%
4) Books and Supplies		4000-4999	2,486,915.93	2,457,644.00	-1.2%
5) Services and Other Operating Expenditures		5000-5999	(43,876.69)	163,764.00	-473.2%
6) Capital Outlay		6000-6999	10,959.17	228,000.00	1,980.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	65,000.00	100,000.00	53.8%
9) TOTAL, EXPENDITURES			4,633,485.66	5,207,142.00	12.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			364,317.27	(381,223.00)	-204.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			364,317.27	(381,223.00)	-204.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,342,451.80	3,706,769.07	10.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,342,451.80	3,706,769.07	10.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,342,451.80	3,706,769.07	10.9%
2) Ending Balance, June 30 (E + F1e)			3,706,769.07	3,325,546.07	-10.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	410.00	910.00	122.0%
Stores		9712	48,434.23	110,231.84	127.6%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,657,924.84	3,214,404.23	-12.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	3,336,201.93	3,175,963.00	-4.8%
Donated Food Commodities		8221	238,238.00	265,099.00	11.3%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			3,574,439.93	3,441,062.00	-3.7%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	1,303,883.00	1,242,704.00	-4.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,303,883.00	1,242,704.00	-4.7%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	5,000.00	5,000.00	0.0%
Food Service Sales		8634	21,480.00	24,153.00	12.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	70,000.00	90,000.00	28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	18,000.00	18,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	5,000.00	5,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			119,480.00	142,153.00	19.0%
TOTAL, REVENUES			4,997,802.93	4,825,919.00	-3.4%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	964,497.00	1,066,468.00	10.6%
Classified Supervisors' and Administrators' Salaries		2300	135,944.25	135,944.00	0.0%
Clerical, Technical and Office Salaries		2400	346,361.00	347,540.00	0.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,446,802.25	1,549,952.00	7.1%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	296,007.00	329,262.00	11.2%
OASDI/Medicare/Alternative		3301-3302	110,681.00	118,572.00	7.1%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	236,546.00	227,864.00	-3.7%
Unemployment Insurance		3501-3502	723.00	775.00	7.2%
Workers' Compensation		3601-3602	23,728.00	31,309.00	31.9%
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			667,685.00	707,782.00	6.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	203,545.00	203,545.00	0.0%
Noncapitalized Equipment		4400	12,000.00	22,000.00	83.3%
Food		4700	2,271,370.93	2,232,099.00	-1.7%
TOTAL, BOOKS AND SUPPLIES			2,486,915.93	2,457,644.00	-1.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,000.00	6,000.00	0.0%
Dues and Memberships		5300	3,000.00	3,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	4,530.00	3,980.00	-12.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,740.00	12,740.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(102,091.69)	(91,156.00)	-10.7%
Professional/Consulting Services and Operating Expenditures		5800	31,745.00	229,000.00	621.4%
Communications		5900	200.00	200.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(43,876.69)	163,764.00	-473.2%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	10,959.17	228,000.00	1,980.4%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			10,959.17	228,000.00	1,980.4%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	65,000.00	100,000.00	53.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			65,000.00	100,000.00	53.8%
TOTAL, EXPENDITURES			4,633,485.66	5,207,142.00	12.4%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2023-24		2024-25	Percent
			Estimated	Actuals		
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,574,439.93	3,441,062.00	-3.7%
3) Other State Revenue		8300-8599	1,303,883.00	1,242,704.00	-4.7%
4) Other Local Revenue		8600-8799	119,480.00	142,153.00	19.0%
5) TOTAL, REVENUES			4,997,802.93	4,825,919.00	-3.4%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		4,557,455.66	5,096,662.00	11.8%
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		65,000.00	100,000.00	53.8%
8) Plant Services	8000-8999		11,030.00	10,480.00	-5.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,633,485.66	5,207,142.00	12.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			364,317.27	(381,223.00)	-204.6%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			364,317.27	(381,223.00)	-204.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,342,451.80	3,706,769.07	10.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,342,451.80	3,706,769.07	10.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,342,451.80	3,706,769.07	10.9%
2) Ending Balance, June 30 (E + F1e)			3,706,769.07	3,325,546.07	-10.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	410.00	910.00	122.0%
Stores		9712	48,434.23	110,231.84	127.6%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,657,924.84	3,214,404.23	-12.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	3,657,924.84	3,214,404.23
Total, Restricted Balance		3,657,924.84	3,214,404.23

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	300,000.00	300,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,000.00	5,000.00	-66.7%
5) TOTAL, REVENUES			315,000.00	305,000.00	-3.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	294,700.00	304,947.06	3.5%
6) Capital Outlay		6000-6999	511,568.50	185,300.00	-63.8%
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			806,268.50	490,247.06	-39.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(491,268.50)	(185,247.06)	-62.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(491,268.50)	(185,247.06)	-62.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	676,515.56	185,247.06	-72.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			676,515.56	185,247.06	-72.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			676,515.56	185,247.06	-72.6%
2) Ending Balance, June 30 (E + F1e)			185,247.06	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	185,247.06	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	300,000.00	300,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			300,000.00	300,000.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	15,000.00	5,000.00	-66.7%
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			15,000.00	5,000.00	-66.7%
TOTAL, REVENUES			315,000.00	305,000.00	-3.2%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
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%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	294,700.00	304,947.06	3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			294,700.00	304,947.06	3.5%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	511,568.50	185,300.00	-63.8%
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			511,568.50	185,300.00	-63.8%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			806,268.50	490,247.06	-39.2%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	300,000.00	300,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,000.00	5,000.00	-66.7%
5) TOTAL, REVENUES			315,000.00	305,000.00	-3.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		806,268.50	490,247.06	-39.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			806,268.50	490,247.06	-39.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(491,268.50)	(185,247.06)	-62.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(491,268.50)	(185,247.06)	-62.3%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	676,515.56	185,247.06	-72.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			676,515.56	185,247.06	-72.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			676,515.56	185,247.06	-72.6%
2) Ending Balance, June 30 (E + F1e)			185,247.06	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	185,247.06	0.00	-100.0%
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	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00



Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	14,000.00	40.0%
5) TOTAL, REVENUES			10,000.00	14,000.00	40.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	200,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			200,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(190,000.00)	14,000.00	-107.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	100,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	100,000.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(90,000.00)	114,000.00	-226.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	357,499.63	267,499.63	-25.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			357,499.63	267,499.63	-25.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			357,499.63	267,499.63	-25.2%
2) Ending Balance, June 30 (E + F1e)			267,499.63	381,499.63	42.6%
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	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	267,499.63	381,499.63	42.6%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	10,000.00	14,000.00	40.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	14,000.00	40.0%
TOTAL, REVENUES			10,000.00	14,000.00	40.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
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%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	200,000.00	0.00	-100.0%
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			200,000.00	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			200,000.00	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	100,000.00	100,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			100,000.00	100,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			100,000.00	100,000.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	14,000.00	40.0%
5) TOTAL, REVENUES			10,000.00	14,000.00	40.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		200,000.00	0.00	-100.0%
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			200,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(190,000.00)	14,000.00	-107.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	100,000.00	100,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	100,000.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(90,000.00)	114,000.00	-226.7%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	357,499.63	267,499.63	-25.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			357,499.63	267,499.63	-25.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			357,499.63	267,499.63	-25.2%
2) Ending Balance, June 30 (E + F1e)			267,499.63	381,499.63	42.6%
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	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	267,499.63	381,499.63	42.6%
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	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	330,000.00	350,000.00	6.1%
5) TOTAL, REVENUES			330,000.00	350,000.00	6.1%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			330,000.00	350,000.00	6.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	194,096.00	194,096.00	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			194,096.00	194,096.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			524,096.00	544,096.00	3.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,194,603.50	13,718,699.50	4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,194,603.50	13,718,699.50	4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,194,603.50	13,718,699.50	4.0%
2) Ending Balance, June 30 (E + F1e)			13,718,699.50	14,262,795.50	4.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	13,718,699.50	14,262,795.50	4.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Interest		8660	330,000.00	350,000.00	6.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			330,000.00	350,000.00	6.1%
TOTAL, REVENUES			330,000.00	350,000.00	6.1%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	194,096.00	194,096.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			194,096.00	194,096.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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)			194,096.00	194,096.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	330,000.00	350,000.00	6.1%
5) TOTAL, REVENUES			330,000.00	350,000.00	6.1%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			330,000.00	350,000.00	6.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	194,096.00	194,096.00	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			194,096.00	194,096.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			524,096.00	544,096.00	3.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,194,603.50	13,718,699.50	4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,194,603.50	13,718,699.50	4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,194,603.50	13,718,699.50	4.0%
2) Ending Balance, June 30 (E + F1e)			13,718,699.50	14,262,795.50	4.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	13,718,699.50	14,262,795.50	4.0%
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	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	11,257,073.00	4,319,211.00	-61.6%
4) Other Local Revenue		8600-8799	80,000.00	70,000.00	-12.5%
5) TOTAL, REVENUES			11,337,073.00	4,389,211.00	-61.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	3,179,166.60	8,207,526.12	158.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,179,166.60	8,207,526.12	158.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			8,157,906.40	(3,818,315.12)	-146.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	350,333.94	-76.6%
b) Transfers Out		7600-7629	7,480,047.17	0.00	-100.0%
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			(5,980,047.17)	350,333.94	-105.9%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,177,859.23	(3,467,981.18)	-259.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,486,484.41	3,664,343.64	146.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,486,484.41	3,664,343.64	146.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,486,484.41	3,664,343.64	146.5%
2) Ending Balance, June 30 (E + F1e)			3,664,343.64	196,362.46	-94.6%
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	3,664,343.64	196,362.46	-94.6%
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%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	11,257,073.00	4,319,211.00	-61.6%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			11,257,073.00	4,319,211.00	-61.6%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	80,000.00	70,000.00	-12.5%
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			80,000.00	70,000.00	-12.5%
TOTAL, REVENUES			11,337,073.00	4,389,211.00	-61.3%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,179,166.60	8,207,526.12	158.2%
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			3,179,166.60	8,207,526.12	158.2%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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			3,179,166.60	8,207,526.12	158.2%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	1,500,000.00	350,333.94	-76.6%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,500,000.00	350,333.94	-76.6%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	7,480,047.17	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,480,047.17	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(5,980,047.17)	350,333.94	-105.9%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	11,257,073.00	4,319,211.00	-61.6%
4) Other Local Revenue		8600-8799	80,000.00	70,000.00	-12.5%
5) TOTAL, REVENUES			11,337,073.00	4,389,211.00	-61.3%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,179,166.60	8,207,526.12	158.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,179,166.60	8,207,526.12	158.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			8,157,906.40	(3,818,315.12)	-146.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	350,333.94	-76.6%
b) Transfers Out		7600-7629	7,480,047.17	0.00	-100.0%
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			(5,980,047.17)	350,333.94	-105.9%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,177,859.23	(3,467,981.18)	-259.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,486,484.41	3,664,343.64	146.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,486,484.41	3,664,343.64	146.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,486,484.41	3,664,343.64	146.5%
2) Ending Balance, June 30 (E + F1e)			3,664,343.64	196,362.46	-94.6%
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	3,664,343.64	196,362.46	-94.6%
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%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
7710	State School Facilities Projects	3,664,343.64	196,362.46
Total, Restricted Balance		3,664,343.64	196,362.46

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100,000.00	190,000.00	90.0%
5) TOTAL, REVENUES			100,000.00	190,000.00	90.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	180,874.01	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			180,874.01	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(80,874.01)	190,000.00	-334.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	7,480,047.17	0.00	-100.0%
b) Transfers Out		7600-7629	1,500,000.00	0.00	-100.0%
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			5,980,047.17	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,899,173.16	190,000.00	-96.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,285,082.44	9,184,255.60	179.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,285,082.44	9,184,255.60	179.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,285,082.44	9,184,255.60	179.6%
2) Ending Balance, June 30 (E + F1e)			9,184,255.60	9,374,255.60	2.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,677,245.51	5,677,245.51	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	3,507,010.09	3,697,010.09	5.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		



Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
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%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	100,000.00	190,000.00	90.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			100,000.00	190,000.00	90.0%
TOTAL, REVENUES			100,000.00	190,000.00	90.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	180,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	874.01	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			180,874.01	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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			180,874.01	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	7,480,047.17	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			7,480,047.17	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	1,500,000.00	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,500,000.00	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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)			5,980,047.17	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100,000.00	190,000.00	90.0%
5) TOTAL, REVENUES			100,000.00	190,000.00	90.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		180,874.01	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			180,874.01	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			(80,874.01)	190,000.00	-334.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	7,480,047.17	0.00	-100.0%
b) Transfers Out		7600-7629	1,500,000.00	0.00	-100.0%
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			5,980,047.17	0.00	-100.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			5,899,173.16	190,000.00	-96.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,285,082.44	9,184,255.60	179.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,285,082.44	9,184,255.60	179.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,285,082.44	9,184,255.60	179.6%
2) Ending Balance, June 30 (E + F1e)			9,184,255.60	9,374,255.60	2.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,677,245.51	5,677,245.51	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	3,507,010.09	3,697,010.09	5.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	5,677,245.51	5,677,245.51
Total, Restricted Balance		5,677,245.51	5,677,245.51

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,445,297.94	1,445,297.94	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,445,297.94	1,445,297.94	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,445,297.94	1,445,297.94	0.0%
2) Ending Balance, June 30 (E + F1e)			1,445,297.94	1,445,297.94	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,445,297.94	1,445,297.94	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,445,297.94	1,445,297.94	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,445,297.94	1,445,297.94	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,445,297.94	1,445,297.94	0.0%
2) Ending Balance, June 30 (E + F1e)			1,445,297.94	1,445,297.94	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,445,297.94	1,445,297.94	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	1,445,297.94	1,445,297.94
Total, Restricted Balance		1,445,297.94	1,445,297.94

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	842,000.00	855,200.00	1.6%
5) TOTAL, REVENUES			842,000.00	855,200.00	1.6%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	820,000.00	820,000.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			820,000.00	820,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			22,000.00	35,200.00	60.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			22,000.00	35,200.00	60.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	772,011.51	794,011.51	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			772,011.51	794,011.51	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			772,011.51	794,011.51	2.8%
2) Ending Net Position, June 30 (E + F1e)			794,011.51	829,211.51	4.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	794,011.51	829,211.51	4.4%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
STRS On-Behalf Pension Contributions	7690	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%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	822,000.00	835,200.00	1.6%
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			842,000.00	855,200.00	1.6%
TOTAL, REVENUES			842,000.00	855,200.00	1.6%
<b>CERTIFICATED SALARIES</b>					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
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%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	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 - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	820,000.00	820,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			820,000.00	820,000.00	0.0%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			820,000.00	820,000.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	842,000.00	855,200.00	1.6%
5) TOTAL, REVENUES			842,000.00	855,200.00	1.6%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		820,000.00	820,000.00	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, EXPENSES			820,000.00	820,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			22,000.00	35,200.00	60.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			22,000.00	35,200.00	60.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	772,011.51	794,011.51	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			772,011.51	794,011.51	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			772,011.51	794,011.51	2.8%
2) Ending Net Position, June 30 (E + F1e)			794,011.51	829,211.51	4.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	794,011.51	829,211.51	4.4%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Net Position		0.00	0.00

**SACS Web System - SACS V9.1**

5/24/2024 10:11:41 AM

16-63917-0000000

Budget, July 1  
 Estimated Actuals 2023-24  
**Technical Review Checks**

Phase - All

Display - All Technical Checks

**Hanford Elementary****Kings County**

Following is a chart of the various types of technical review checks and related requirements:

**F** - Fatal (Data must be corrected; an explanation is not allowed)

**W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**IMPORT CHECKS**

**CHECKFUNCTION** - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

**CHECKFUND** - (**Fatal**) - All FUND codes must be valid. **Passed**

**CHECKGOAL** - (**Fatal**) - All GOAL codes must be valid. **Passed**

**CHECKOBJECT** - (**Fatal**) - All OBJECT codes must be valid. **Passed**

**CHECKRESOURCE** - (**Warning**) - All RESOURCE codes must be valid. **Passed**

**CHK-FDXRS7690xOB8590** - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

**CHK-FUNCTIONxOBJECT** - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxFUNCTION-A** - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

**CHK-FUNDxFUNCTION-B** - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

**CHK-FUNDxGOAL** - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

**CHK-FUNDxOBJECT** - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

**CHK-FUNDxRESOURCE** - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

**CHK-GOALxFUNCTION-A** - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

**CHK-GOALxFUNCTION-B** - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**



**CHK-RES6500XOBJ8091 - (Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

**CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

**PY-EFB=CY-BFB - (Fatal)** - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

**PY-EFB=CY-BFB-RES - (Fatal)** - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

**SPECIAL-ED-GOAL - (Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

## **GENERAL LEDGER CHECKS**

**AR-AP-POSITIVE - (Warning)** - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

**CEFB-POSITIVE - (Fatal)** - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

**CONTRIB-RESTR-REV - (Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

**DUE-FROM=DUE-TO - (Fatal)** - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

**EFB-POSITIVE - (Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

**EPA-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

**EXCESS-ASSIGN-REU - (Fatal)** - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

**EXP-POSITIVE - (Warning)** - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

**Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	3212	3600	(\$4,212.95)

Explanation: Return of software license purchased in prior fiscal year.

**INTERFD-DIR-COST - (Fatal)** - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.

**Passed**

**INTERFD-IN-OUT - (Fatal)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).

**Passed**

**INTERFD-INDIRECT - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.

**Passed**

**INTERFD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.

**Passed**

**INTRA-FD-DIR-COST - (Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund.

**Passed**

**INTRA-FD-INDIRECT - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund.

**Passed**

**INTRA-FD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function.

**Passed**

**LCFF-TRANSFER - (Fatal)** - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.

**Passed**

**LOTTERY-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).

**Passed**

**NET-INV-CAP-ASSETS - (Warning)** - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.

**Passed**

**OBJ-POSITIVE - (Warning)** - The following objects have a negative balance by resource, by fund:

**Exception**

FUND	RESOURCE	OBJECT	VALUE
01	3212	5800	(\$14,452.20)

Explanation: Return of software license purchased in prior fiscal year.

**PASS-THRU-REV=EXP - (Warning)** - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.

**Passed**

**REV-POSITIVE - (Warning)** - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.

**Passed**

**RS-NET-POSITION-ZERO - (Fatal)** - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.

**Passed**

**SE-PASS-THRU-REVENUE - (Warning)** - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.

**Passed**

**UNASSIGNED-NEGATIVE - (Fatal)** - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.

**Passed**

**UNR-NET-POSITION-NEG - (Fatal)** - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.

**Passed**

## **SUPPLEMENTAL CHECKS**

**ASSET-ACCUM-DEPR-NEG - (Fatal)** - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative.

**Passed**

**DEBT-ACTIVITY - (Informational)** - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types:

**Exception**

<b>Long-Term Liability Type</b>	<b>Beginning Balance</b>	<b>Ending Balance</b>
DEBT.GOV.COMP.ABS.9665	\$479,222.32	\$479,222.32

**DEBT-POSITIVE - (Fatal)** - In Form DEBT, long-term liability ending balances must be positive.

**Passed**

## **EXPORT VALIDATION CHECKS**

**ADA-PROVIDE - (Fatal)** - Average Daily Attendance data (Form A) must be provided.

**Passed**

**CHK-DEPENDENCY - (Fatal)** - If data has changed that affect other forms, the affected forms must be opened and saved.

**Passed**

**CHK-UNBALANCED-A - (Warning)** - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.

**Passed**

**CHK-UNBALANCED-B - (Fatal)** - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.

**Passed**

**FORM01-PROVIDE - (Fatal)** - Form 01 (Form 01I) must be opened and saved.

**Passed**

**VERSION-CHECK - (Warning)** - All versions are current.

**Passed**

**SACS Web System - SACS V9.1**

5/24/2024 10:12:01 AM

16-63917-0000000

Budget, July 1  
Budget 2024-25**Technical Review Checks**

Phase - All

Display - All Technical Checks

**Hanford Elementary****Kings County**

Following is a chart of the various types of technical review checks and related requirements:

**F** - Fatal (Data must be corrected; an explanation is not allowed)**W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)**IMPORT CHECKS****CHECKFUNCTION - (Fatal)** - All FUNCTION codes must be valid. **Passed****CHECKFUND - (Fatal)** - All FUND codes must be valid. **Passed****CHECKGOAL - (Fatal)** - All GOAL codes must be valid. **Passed****CHECKOBJECT - (Fatal)** - All OBJECT codes must be valid. **Passed****CHECKRESOURCE - (Warning)** - All RESOURCE codes must be valid. **Passed****CHK-FDXRS7690xOB8590 - (Fatal)** - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed****CHK-FUNCTIONxOBJECT - (Fatal)** - All FUNCTION and OBJECT account code combinations must be valid. **Passed****CHK-FUNDxFUNCTION-A - (Warning)** - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed****CHK-FUNDxFUNCTION-B - (Fatal)** - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed****CHK-FUNDxGOAL - (Warning)** - All FUND and GOAL account code combinations should be valid. **Passed****CHK-FUNDxOBJECT - (Fatal)** - All FUND and OBJECT account code combinations must be valid. **Passed****CHK-FUNDxRESOURCE - (Warning)** - All FUND and RESOURCE account code combinations should be valid. **Passed****CHK-GOALxFUNCTION-A - (Fatal)** - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed****CHK-GOALxFUNCTION-B - (Fatal)** - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

**CHK-RES6500XOBJ8091 - (Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

**CHK-RESOURCExOBJECTA - (Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RESOURCExOBJECTB - (Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

**CHK-RS-LOCAL-DEFINED - (Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

**SPECIAL-ED-GOAL - (Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

## **GENERAL LEDGER CHECKS**

**CEFB-POSITIVE - (Fatal)** - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

**CONTRIB-RESTR-REV - (Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

**CONTRIB-UNREST-REV - (Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

**EFB-POSITIVE - (Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

**EPA-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

**EXCESS-ASSIGN-REU - (Fatal)** - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

**EXP-POSITIVE - (Warning)** - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

**INTERFD-DIR-COST - (Fatal)** - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

**INTERFD-IN-OUT - (Fatal)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

**INTERFD-INDIRECT - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

**INTERFD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

**INTRA-FD-DIR-COST - (Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

**INTRA-FD-INDIRECT - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

<b>INTRAID-INDIRECT-FN - (Fatal)</b> - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<b><u>Passed</u></b>
<b>LCFF-TRANSFER - (Fatal)</b> - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<b><u>Passed</u></b>
<b>LOTTERY-CONTRIB - (Fatal)</b> - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<b><u>Passed</u></b>
<b>OBJ-POSITIVE - (Warning)</b> - All applicable objects should have a positive balance by resource, by fund.	<b><u>Passed</u></b>
<b>PASS-THRU-REV=EXP - (Warning)</b> - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<b><u>Passed</u></b>
<b>REV-POSITIVE - (Warning)</b> - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<b><u>Passed</u></b>
<b>RS-NET-POSITION-ZERO - (Fatal)</b> - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<b><u>Passed</u></b>
<b>SE-PASS-THRU-REVENUE - (Warning)</b> - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<b><u>Passed</u></b>
<b>UNASSIGNED-NEGATIVE - (Fatal)</b> - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<b><u>Passed</u></b>
<b>UNR-NET-POSITION-NEG - (Fatal)</b> - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<b><u>Passed</u></b>

## **SUPPLEMENTAL CHECKS**

<b>CB-BALANCE-ABOVE-MIN - (Warning)</b> - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C).	<b><u>Passed</u></b>
<b>CB-BUDGET-CERTIFY - (Fatal)</b> - In Form CB, the district checked the box relating to the required budget certifications.	<b><u>Passed</u></b>
<b>CS-EXPLANATIONS - (Fatal)</b> - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes.	<b><u>Passed</u></b>
<b>CS-YES-NO - (Fatal)</b> - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete.	<b><u>Passed</u></b>

## **EXPORT VALIDATION CHECKS**

<b>ADA-PROVIDE - (Fatal)</b> - Average Daily Attendance data (Form A) must be provided.	<b><u>Passed</u></b>
<b>BUDGET-CERT-PROVIDE - (Fatal)</b> - Budget Certification (Form CB) must be provided.	<b><u>Passed</u></b>
<b>CASHFLOW-PROVIDE - (Warning)</b> - A Cashflow Worksheet (Form CASH) must be provided with your Budget Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.)	<b><u>Passed</u></b>

<b>CHK-DEPENDENCY - (Fatal)</b> - If data has changed that affect other forms, the affected forms must be opened and saved.	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-A - (Warning)</b> - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<b><u>Passed</u></b>
<b>CHK-UNBALANCED-B - (Fatal)</b> - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	<b><u>Passed</u></b>
<b>CS-PROVIDE - (Fatal)</b> - The Criteria and Standards Review (Form 01CS) has been provided.	<b><u>Passed</u></b>
<b>FORM01-PROVIDE - (Fatal)</b> - Form 01 (Form 01I) must be opened and saved.	<b><u>Passed</u></b>
<b>MYP-PROVIDE - (Warning)</b> - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	<b><u>Passed</u></b>
<b>VERSION-CHECK - (Warning)</b> - All versions are current.	<b><u>Passed</u></b>
<b>WK-COMP-CERT-PROVIDE - (Fatal)</b> - Workers' Compensation Certification (Form CC) must be provided.	<b><u>Passed</u></b>

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/12/2024

**ITEM:**

Consider approval of warrants.

**PURPOSE:**

The administration is requesting the approval of the warrants as listed on the registers dated: 05/15/24, 05/17/24, 05/22/24, 05/24/24, 05/29/24 and 05/31/24.

**FISCAL IMPACT:**

See attached.

**RECOMMENDATIONS:**

Approve the warrants.



Warrant Register For Warrants  
Dated 05/15/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12746249	8095	SKYLINE BUS CHARTER LLC – Other Services	\$26,500.00
Total Amount of All Warrants:			\$26,500.00

# Warrant Register For Warrants

## Dated 05/17/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12746352	8410	ERIKA ALCALA – Reimburse-Mileage	\$203.68
12746353	6431	AMAZON.COM – Materials/Supplies	\$7,142.77
12746354	8328	ABAGAIL ARMIEDA – Reimburse-Mileage	\$53.60
12746355	6253	AT&T – Telephone Communications	\$4,356.82
12746356	3258	BANK OF AMERICA – Travel/Conference, Other Services, Materials/Supplies	\$12,665.80
12746357	176	BSN SPORTS – Warehouse Inventory	\$212.15
12746358	3937	CALIFORNIA IT IN EDUCATION – Travel/Conference	\$2,800.00
12746359	7891	CINTAS CORPORATION NO. 2 – Materials/Supplies	\$111.69
12746360	7649	ANTHONY DIAZ – Refund Payroll	\$341.74
12746361	3043	ENCHANTED PLAYHOUSE – Richmond/Jefferson/Hamilton Field Trips	\$1,260.00
12746362	8047	FUN TIME ENTERTAINMENT – Other Services	\$700.00
12746363	1393	GAS COMPANY – Utilities	\$5,075.04
12746364	8329	ELIZABETH GRAY – Reimburse-Mileage	\$80.40
12746365	8137	YSELA GUZMAN – Reimburse-Mileage	\$155.44
12746366	632	CITY OF HANFORD – Utilities	\$20,406.41
12746367	8309	ADRIANA HAYES – Reimburse-Mileage	\$246.56
12746368	8030	HELPING EVERY LEARNER PROSPER – Other Services	\$500.00
12746369	7228	SAMANTHA HERNANDEZ – Reimburse-Travel/Conference	\$50.00
12746370	8411	JENNIFER HOFFMASTER – Reimburse-Mileage	\$309.54
12746371	2188	THE HOME DEPOT PRO – Warehouse Inventory, Materials/Supplies	\$30,887.67
12746372	7881	INNOVED – Washington Study Trip	\$4,703.75
12746373	5893	MONICA JACOBSEN – Reimburse-Mileage	\$329.64
12746374	7770	CRYSTAL JEFF – Reimburse-Mileage	\$72.90
12746375	818	KROEKER INC – Services/Repair	\$771.90
12746376	8250	KEIRSTY LEE – Reimburse-Mileage	\$632.48
12746377	3064	LITTLE WORLEY'S AUTO ELECTRIC – Services/Repair	\$364.98
12746378	8331	NATASHA LOPEZ – Reimburse-Mileage	\$160.80
12746379	1937	ME-N-ED'S PIZZERIA – Materials/Supplies	\$274.44
12746380	8332	BIBIANA MENDOZA – Reimburse-Mileage	\$952.20
12746381	2761	MHS – Materials/Supplies	\$239.27
12746382	1018	MYRON CORP – Materials/Supplies	\$1,182.58
12746383	1058	ODP BUSINESS SOLUTIONS LLC – Warehouse Inventory	\$440.73
12746384	8076	P.A.T.Y. STUDIO – Other Services	\$2,100.00
12746385	8210	PACIFIC SHREDDING – Services	\$650.00
12746386	7203	PARADIGM HEALTHCARE SERVICES LLC. – Other Services	\$3,502.44
12746387	3689	PIONEER VALLEY ED. PRESS – Materials/Supplies	\$3,460.35
12746388	7502	PLAIN INSANE GRAPHICS – Materials/Supplies	\$699.62
12746389	7445	PRO-PT – Other Services	\$330.00
12746390	4827	RAYMOND GEDDES & CO. INC. – Materials/Supplies	\$487.35
12746391	6768	REPTILE RON ANIMAL PRESENTATIONS – Other Services	\$1,000.00
12746392	8310	IMELDA RICABLANCA – Reimburse-Mileage	\$415.94
12746393	1253	ROBINSON'S INTERIORS INC. – Services/Repair	\$9,355.00
12746394	8412	ERICA SARGENT – Reimburse-Other Services, Mileage	\$71.45
12746395	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$303.28
12746396	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$121.31
12746397	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$39,928.30
12746398	2031	SOUTHWEST SCH & OFFICE SUPPLY – Warehouse Inventory	\$439.09
12746399	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$21,154.47

**Warrant Register For Warrants  
Dated 05/17/2024**

Warrant Number	Vendor Number	Vendor Name	Amount
12746400	4064	TULARE COUNTY OFFICE OF ED – Travel/Conference	\$675.00
12746401	4114	TULARE COUNTY OFFICE OF EDUCATION – Other Services	\$1,500.00
12746402	1508	U.S. POSTAL SERVICE (CMRS-POP) – Postage	\$4,000.00
12746403	8333	GUADALUPE VALDEZ – Reimburse-Mileage	\$178.22
12746404	1544	VALLEY OAK CABINET MFG. – Services/Repair	\$200.00
12746405	8248	JUANA VILLALOBOS – Reimburse-Mileage	\$549.94
<b>Total Amount of All Warrants:</b>			<b>\$188,806.74</b>

**Credit Card Register For Payments**  
**Dated 05/17/2024**

Document Number	Vendor Number	Vendor Name	Amount
14038898	297	BRADY INDUSTRIES – Warehouse Inventory	\$202.44
14038899	5139	DLT SOLUTIONS LLC – Other Services	\$13,894.73
14038900	831	LAKESHORE LEARNING MATERIALS – Materials/Supplies	\$4,448.49
14038901	7679	LEARNING WITHOUT TEARS – Books, Materials/Supplies	\$503.71
14038902	934	MASTER TEACHER – Materials/Supplies	\$1,292.34
14038903	1802	MEDALLION SUPPLY – Materials/Supplies	\$150.74
14038904	1071	ORIENTAL TRADING CO. INC. – Materials/Supplies	\$1,507.78
14038905	1121	PERMA-BOUND – Books	\$2,969.90
14038906	4550	SCHOOL OUTFITTERS – Materials/Supplies	\$6,849.98
<b>Total Amount of All Credit Card Payments:</b>			<b>\$31,820.11</b>

**Warrant Register For Warrants  
Dated 05/22/2024**

Warrant Number	Vendor Number	Vendor Name	Amount
12746856	331	CLASSIC CHARTER INC. – Other Services	\$2,874.00
12746857	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$4,809.19
12746858	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$5,348.50
12746859	1931	KCSBA – Membership Dues	\$250.00
12746860	7599	SWRCB – Woodrow Project	\$548.00
12746861	5426	PER WESTLUND – Other Services	\$4,500.00
12746862	8216	WILSON FIRE SPRINKLER CO. INC – Services/Repair	\$390.00
12746863	8162	WYEBOT INC – Other Services	\$3,300.00

**Total Amount of All Warrants:****\$22,019.69**

# Warrant Register For Warrants

## Dated 05/24/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12746955	6403	A BOUNCIN' BLAST – Other Services	\$2,950.00
12746956	6306	KAREN ALVARADO – Reimburse-Mileage	\$41.92
12746957	7399	BIMBO BAKERIES USA – Food Services-Food	\$3,093.00
12746958	6964	CENTRAL VALLEY PRINT SOLUTIONS INC . – Materials/Supplies	\$645.96
12746959	6964	CENTRAL VALLEY PRINT SOLUTIONS INC. – Materials/Supplies	\$30,781.82
12746960	303	CHAFFEE ZOO – Jefferson Field Trip	\$806.00
12746961	528	FOCUS PACKAGING & SUPPLY CO – Warehouse Inventory	\$1,737.24
12746962	8376	FOSTER & FOSTER INC. – Other Services	\$5,250.00
12746963	591	GOLD STAR FOODS – Food Services-Food	\$17,821.67
12746964	8413	CALEB GUERRA – Reimburse-Other Services	\$20.00
12746965	647	HANFORD JT. UNION HIGH SCHOOL – Other Services	\$2,149.25
12746966	8414	ILIANA HARRIS – Reimburse-Other Services	\$39.00
12746967	8039	HOUGHTON MIFFLIN HARCOURT – Textbooks	\$2,135.35
12746968	8257	IMPERIAL BAG & PAPER CO LLC – Food Services-Materials/Supplies	\$8,611.40
12746969	3718	ISLAND WATER PARK – JFK Field Trip	\$3,571.59
12746970	7384	LA ESQUINITA MI PUEBLO TAQUERIA #2 – Materials/Supplies	\$320.68
12746971	1168	PRODUCERS DAIRY PRODUCTS – Food Services-Food	\$16,631.46
12746972	7580	PRUDENTIAL OVERALL SUPPLY – Food Services-Other Services	\$230.92
12746973	1177	PRYOR LEARNING LLC – Travel/Conference	\$99.00
12746974	6341	THE ROLLING CONES – Other Services	\$756.00
12746975	7623	SAFETYSIGN – Materials/Supplies	\$456.19
12746976	1293	SAN JOAQUIN CHEMICALS INC . – Materials/Supplies	\$827.97
12746977	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$874.74
12746978	1303	SAVE MART SUPERMARKETS – Materials/Supplies	\$198.73
12746979	6138	SCANTASTIK INC – Materials/Supplies	\$5,835.00
12746980	6533	SCHOOL LIFE – Materials/Supplies	\$2,196.01
12746981	1327	SCHOOL SPECIALTY LLC – Materials/Supplies	\$2,291.43
12746982	6368	SINCLAIR RESEARCH GROUP – Other Services	\$6,876.00
12746983	8095	SKYLINE BUS CHARTER LLC – Other Services	\$17,000.00
12746984	8095	SKYLINE BUS CHARTER LLC – Other Services	\$5,100.00
12746985	1374	SMART & FINAL STORES (HFD DO) – Materials/Supplies	\$2,838.75
12746986	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$71.42
12746987	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$12,558.10
12746988	1444	SYSCO FOODSERVICES OF MODESTO – Food Services-Food	\$200,552.87
12746989	1554	SONIA VELO – Reimburse-Mileage	\$84.80

**Total Amount of All Warrants:**

**\$355,454.27**

**Credit Card Register For Payments**  
**Dated 05/24/2024**

Document Number	Vendor Number	Vendor Name	Amount
14038968	3849	SCHOLASTIC BOOK CLUBS – Books	\$113.98
14038969	4550	SCHOOL OUTFITTERS – Materials/Supplies	\$334.30
14038970	1345	SHIFFLER EQUIPMENT SALES INC. – Materials/Supplies	\$604.88
14038971	1350	SIGN WORKS – Materials/Supplies	\$145.74
14038972	1753	SMILEMAKERS – Materials/Supplies	\$822.56
<b>Total Amount of All Credit Card Payments:</b>			<b>\$2,021.46</b>

**Warrant Register For Warrants  
Dated 05/29/2024**

Warrant Number	Vendor Number	Vendor Name	Amount
12747368	8359	ARISING PHOENIX LLC – Other Services	\$7,500.00
12747369	7839	LAWRENCE EDWARD BAYS III – Materials/Supplies	\$800.00
12747370	1750	EMPIRE SUPPLY COMPANY INC. – Materials/Supplies	\$681.62
12747371	3782	KINGS COUNTY SPORTS OFFICIALS – Other Services	\$2,550.00
12747372	4629	LOWE'S OF HANFORD – Materials/Supplies	\$436.58
<b>Total Amount of All Warrants:</b>			<b>\$11,968.20</b>





# Warrant Register For Warrants

## Dated 05/31/2024

Warrant Number	Vendor Number	Vendor Name	Amount
12747741	3664	AMERICAN AMBULANCE – Other Services	\$947.60
12747742	949	AMERICAN INCORPORATED – Services/Repair	\$1,890.00
12747743	6253	AT&T – Telephone Communications	\$4,277.82
12747744	1690	BATTERY SYSTEMS – Materials/Supplies	\$572.56
12747745	8317	LINDSEY BENTLEY – Reimburse-Mileage	\$197.18
12747746	6399	BEYONDTRUST CORPORATION – Other Services	\$5,061.16
12747747	7366	BRECK'S ELECTRIC MOTORS INC. – Materials/Supplies	\$366.68
12747748	3654	JOSEFA BUSTOS-PELAYO – Advance-Travel/Conference	\$186.00
12747749	4911	CALIFORNIA DEPT. OF EDUCATION – Other Costs	\$1,917.22
12747750	4911	CALIFORNIA DEPT. OF EDUCATION – Other Costs	\$9,535.89
12747751	5651	CALIFORNIA JUMPING OF FRESNO – Other Services	\$3,273.60
12747752	8104	STATE OF CALIFORNIA – Other Costs	\$68,698.64
12747753	303	CHAFFEE ZOO – Lincoln Study Trip	\$360.00
12747754	6552	CHILDREN'S STORYBOOK GARDEN – Summer Field Trips	\$1,800.00
12747755	4815	DIGITECH INTEGRATIONS INC – Services/Repair	\$25,683.36
12747756	2141	FRESNO COUNTY OFFICE OF ED – Travel/Conference	\$850.00
12747757	1393	GAS COMPANY – Utilities	\$410.34
12747758	8373	GERARDO D. GOMEZ – Other Services	\$1,500.00
12747759	4300	LESLIE GRIFFITH – Reimburse-Mileage	\$429.71
12747760	5813	HANFORD FOX THEATER – JFK Field Trip	\$364.00
12747761	632	CITY OF HANFORD – Utilities	\$42,295.05
12747762	796	KINGS COUNTY OFFICE OF ED – Other Services	\$18,053.32
12747763	8241	MIDNIGHT SOUND – Other Services	\$280.00
12747764	8372	RAISING CANE'S RESTAURANTS LLC – Materials/Supplies	\$1,675.57
12747765	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$434.90
12747766	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$307.02
12747767	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$7,685.46
12747768	1404	STANISLAUS FOUNDATION – ADMIN – Health/Welfare Benefits	\$2,949.04
12747769	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$11,996.50
12747770	8374	TRAFFICSAFETYSTORE.COM – Materials/Supplies	\$555.60
12747771	1702	TRIPLE J CONCRETE – Materials/Supplies	\$396.61
12747772	4114	TULARE COUNTY OFFICE OF EDUCATION – Entry Fee	\$100.00
12747773	1521	UNITED REFRIGERATION INC. – Materials/Supplies	\$4,779.45
12747774	1780	UNITED RENTALS – Services/Repair	\$1,825.38
12747775	1558	VERIZON WIRELESS – Telephone Communications	\$1,483.07
12747776	1575	WALMART COMMUNITY RFCSLLC – Materials/Supplies	\$2,398.56
12747777	2870	WARD'S NATURAL SCIENCE – Materials/Supplies	\$588.10
12747778	1591	WENGER CORPORATION – Materials/Supplies	\$4,173.89
12747779	1603	WESTERN BUILDING MATERIALS – Materials/Supplies	\$2,820.70
12747780	7899	WOODBURN PRESS LLC – Materials/Supplies	\$291.03

Total Amount of All Warrants:

**\$233,411.01**



**Credit Card Register For Payments**  
**Dated 05/31/2024**

Document Number	Vendor Number	Vendor Name	Amount
14039021	1111	J W PEPPER & SON INC – Books	\$48.26
14039022	7170	WEVIDEO INC. – Other Services	\$748.00
14039023	1637	WOODWIND & BRASSWIND – Materials/Supplies	\$679.70
14039024	2405	WPS – Materials/Supplies	\$435.98
<b>Total Amount of All Credit Card Payments:</b>			<b>\$1,911.94</b>



Hanford Elementary School District  
*Minutes of the Regular Board Meeting*  
*May 22, 2024*

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on May 22, 2024, at the District Office Board Room, 714 N. White Street, Hanford, CA.

**Call to Order** President Strickland called the meeting to order at 5:30 p.m. Trustee Garcia, Garner and Revious were present. Trustee Hernandez joined telephonically upon the Board's return to Open Session.

President Strickland stated "Due to medical reasons and to accommodate Trustee Lupe Hernandez, she will be joining this regularly scheduled board meeting by telephone from her residence."

**HESD Managers Present** Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, David Endo, Amy Fochetti, Ramiro Flores, David Goldsmith, Lucy Gomez, Jennifer Levinson, Jaime Martinez, William Potter, Jill Rubalcava, Cruz Sanchez-Leal and Jay Strickland.

**CLOSED SESSION**

**Closed Session** Trustees adjourned to closed session at 5:30 for the purpose of:

- Student Discipline pursuant to Education Code section 48918
- Personnel

**Open Session** Trustees returned to open session at 6:10 p.m.

**Case# 24-36** Vice-President Garcia moved to accept the Findings of Facts in Case #24-36 and suspend student from continuation program for the remainder of the 2023-2024 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at hearings held on May 20, 2024. Parents may apply for Readmission on or after June 7, 2024. Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
 Garner – Yes  
 Hernandez – Abstain  
 Revious – Yes  
 Strickland – Yes

**Case# 24-34; #24-25** Vice-President Garcia moved to accept the Findings of Facts and expel Case #24-34 and #24-35 for the remainder of the 2023-2024 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at hearings held on May 20, 2024. Parents may apply for readmission on or after June 7, 2024. Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
 Garner – Yes

Hernandez – Abstain  
 Revious – Yes  
 Strickland – Yes

**Case# 24-20** Vice-President Garcia moved to revoke readmission for Case #24-20 based upon the student's failure to abide by school and district rules upon return to regular school. Parents may apply for readmission on or after June 7, 2024. Trustee Garner seconded; motion carried 4-0:

Garcia – Yes  
 Garner – Yes  
 Hernandez – Abstain  
 Revious – Yes  
 Strickland – Yes

**Personnel** No action was taken by the Board.

### **PRESENTATION, REPORTS AND COMMUNICATIONS**

**Public Comments** Chris Slaughter, dad of student at JFK, stated his child was suspended for bringing gift bag to the office. He doesn't agree with such consequences. He said it was ignored by the principal and superintendent.

**Board and Staff Comments** Joy Gabler, Superintendent, congratulated Jefferson Academy and Simas Elementary were named to the California School Honor Roll List.

**Requests to Address the Board** None

**Dates to Remember** President Strickland reviewed dates to remember: Holiday-Memorial Day – May 27<sup>th</sup>, Last Day of School – June 7<sup>th</sup>; Regular Board Meeting – June 12<sup>th</sup>.

### **CONSENT ITEMS**

Trustee Garcia made a motion to take consent items "a" through "c" together. Trustee Revious seconded; motion carried 5-0:

Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

Trustee Garcia then made a motion to approve consent items "a" through "c". Trustee Revious seconded; motion carried 5-0:

Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

The items approved are as follows:

- a) Warrant listings dated May 3, 2024; May 8, 2024 and May 10, 2024.
- b) Minutes of the Regular Board Meeting held on May 8, 2024.
- c) Approve donation of \$6,667.51 from Jefferson Parent Teacher Club.

Vice-President Garcia thanked Jefferson PTC for generous donation.

## **INFORMATION ITEMS**

- Phone Survey** a) David Endo, Chief Business Official, presented Jason List from Isom Advisors. He presented a PowerPoint presentation on the phone survey results. He stated the survey was conducted late April and into May. He reviewed the methodology Isom uses and added they contacted 292 households that resulted in a 5.7% margin of error. He recommends out of that percent they minus an additional 3% to have a conservative point of view. Jason then reviewed the general question voters answered. He stated the results are very standard and they never get 90%. He then reviewed the ballot measure and stated the support for the measure is above the Prop. 39 55% threshold. With a result of 62% answering yes, he believes HESD is ahead of the game. Also, all projects shared with voters received 55% support and above. The tax tolerances were reviewed, and voters were sensitive to highest tax rate tested. Jason suggests the District not ask for anything over \$25. When asked if voters would vote for measure, 60% said yes. Jason thinks the District can win this time around with a good campaign and suggest the District stays within \$19 to \$24 range. Lastly, he reviewed conclusions and recommendations.

President Strickland believes \$19 is a better way to go. Trustee Garner asked if we currently have bonds that taxpayers are paying. Jason answered yes. Trustee Garner asked how many for HESD when taxpayers look at tax fee list on their property tax bill. David Endo answered currently 4 for HESD. Jason added when you see it in a real dollar standpoint it is less than \$5 a month. Trustee Garner asked if another district is going for a bond. Jason said Armona UESD most likely will, but Hanford JUHSD will not.

- Financial Report** b) David Endo, Chief Business Official, presented for information the monthly financial reports for the period of 07/01/2023-04/30/2024. Everything is going according to plan.

**7/1/23 –  
4/30/24**

## **BOARD POLICIES AND ADMINISTRATION**

- Resolution #22-24** a) Trustee Garner made a motion to approve Resolution #22-24 Ordering Governing Board Member Elections; Consolidation of Elections Specifications for the Election Order. Trustee Garcia seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
  - Strickland – Yes



- City of Hanford - SRO** b) Trustee Garcia made a motion to approve the updated agreement with the City of Hanford to continue participation in the School Resource Officer Program. Trustee Revious seconded; motion carried 5-0:  
     Garcia – Yes  
     Garner – Yes  
     Hernandez – Yes  
     Revious – Yes  
     Strickland – Yes
- KCAO** c) Trustee Garcia made a motion to approve the Lease Agreement with Kings Community Action Organization for the classroom at Lee Richmond Elementary. Trustee Revious seconded; motion carried 4-0:  
     Garcia – Yes  
     Garner – Abstain  
     Hernandez – Yes  
     Revious – Yes  
     Strickland – Yes
- Mobile Modular** d) Trustee Garner made a motion to approve the addendum to contract with Mobile Modular for rental of 7 portable classrooms. Trustee Garcia seconded; motion carried 5-0:  
     Garcia – Yes  
     Garner – Yes  
     Hernandez – Yes  
     Revious – Yes  
     Strickland – Yes
- Surplus Property** Trustee Garcia made a motion to approve the declaration of surplus property. Trustee Revious seconded; motion carried 5-0:  
     Garcia – Yes  
     Garner – Yes  
     Hernandez – Yes  
     Revious – Yes  
     Strickland – Yes
- RMA Geoscience** e) Trustee Garcia made a motion to approve the awarding contract to RMA Geoscience to provide construction inspection and testing services for the Wilson Administration Building. Trustee Revious seconded; motion carried 5-0:  
     Garcia – Yes  
     Garner – Yes  
     Hernandez – Yes  
     Revious – Yes  
     Strickland – Yes
- 2023-24 LCAP Federal Addendum Annual Update** f) Trustee Garcia made a motion to approve the 2023-2024 LCAP Federal Addendum Annual Update and 2024 Federal Addendum, and Spending Plan for Title I, II, III, IV. Trustee Revious seconded; motion carried 5-0:  
     Garcia – Yes  
     Garner – Yes

Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

- 2024-25 School Plans – Student Achievement** g) Trustee Revious made a motion to approve the 2024-2025 School Plans for Student Achievement. Trustee Garcia seconded; motion carried 5-0:
- Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

- CSEA Initial Proposal** h) Trustee Garcia made a motion to approve the California School Employees Association's (CSEA) Initial Proposal to the District for 2024-2025 amendments to the 2023-2026 Collective Bargaining Agreement between HESD and CSEA (reopened articles). Trustee Garner seconded; motion carried 5-0:
- Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

- District's Initial Proposal** i) Trustee Garcia made a motion to approve the District's Initial Proposal to CSEA for 2024-2025 amendments to the 2023-2026 Collective Bargaining Agreement between HESD and CSEA (reopened articles). Trustee Garner seconded; motion carried 5-0:
- Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

- CDW-G** j) Trustee Garner made a motion to approve the awarding of the 2024 Student Laptop Computer purchase bid to CDW-G. Trustee Revious seconded; motion carried 5-0:
- Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

- BP/AR 6175** k) Trustee Garcia made a motion to approve the revised Board Policy and Administrative Regulation 6175 – Migrant Education Program. Trustee Garner seconded; motion carried 5-0:
- Garcia – Yes  
 Garner – Yes  
 Hernandez – Yes  
 Revious – Yes  
 Strickland – Yes

## PERSONNEL

Trustee Garcia made a motion to take Personnel items "a" through "d" together. Trustee Revious seconded; the motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

Trustee Garcia then made a motion to approve Personnel items "a" through "d". Trustee Revious seconded; the motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

### *Item "a" – Employment*

The following items were approved:

#### Classified

- Jenny Gonzalez, Yard Supervisor – 2.25 hrs., Kennedy, effective 04/26/24
- Alicia Mendez, Yard Supervisor – 2.5 hrs., Lincoln, effective 04/22/24
- Myles Picazo, Yard Supervisor – 1.75 hrs., Kennedy, effective 04/24/24

#### Classified Temps/Subs

- Renee Barker, Substitute READY Program Tutor, effective, 5/14/24

#### Short Term Classified

- Consuelo Larios-Marsh, Short-Term Special Circumstance Aide – 5.75 hrs., Wilson, effective 4/29/24-6/7/24
- Maya Mendez, Short-Term READY Program Tutor – 4.5 hrs., Simas, effective 5/7/24-6/7/24

#### Short Term Certificated

- Patricia Soper, School Nurse for Summer Programs, June 13, 2024 (4 hours) and June 24 – July 5, 2024 (8 hours/day; no school July 4th)

#### Temporary Out of Class Assignment

- Hannie Sewell, from Custodian II – 8.0 hrs., Hamilton, to Lead Custodian 0 8.0 hrs., Hamilton, effective 4/29/24-6/7/24
- Susan Tavares, from Lead Custodian – 8.0 hrs., Hamilton, to Head Custodian – 8.0 hrs., Kennedy, effective 4/29/24-5/30/24

#### Certificated reassignment

- Angela Protzman, from Teacher, King, to Induction Coach, TRC, effective 8/8/24

#### Classified Short-Term Employment – Summer Programs

##### Elementary Summer Program

- Deborah Albrecht, Licensed Vocational Nurse – 8.0 hrs., Hamilton, effective 07/08/24-07/19/24
- April Allen, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Yadira Arciga Castrejon, School Operations Officer – 9.0 hrs., Hamilton, effective 07/08/24-07/19/24
- Michelle Banuelos, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24

- Kristin Brieno, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Rylynn Burnett, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Emily Bush, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Monique Cantu, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Priscilla Cardenas, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Cruz Chavez, Substitute Bilingual Clerk Typist II – 7.5 hrs., West Hills Community College, effective 06/17/24-06/27/24
- Maria Flores, Bilingual Clerk Typist II – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Julie Gonzales, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Marissa Gonzales, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Yara Gutierrez, READY Site Lead – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Yvonne Hernandez, READY Site Lead – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Sierra Hilyard, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Alisa Hout, Special Education Aide – 5.0 hrs., Hamilton, effective 06/17/24-07/12/24
- Monica Jacobsen, School Operations Officer – 9.0 hrs., Hamilton, effective 07/01/24-07/05/24
- Savannah Juarez, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Taylor King, School Operations Officer – 9.0 hrs., Hamilton, effective 06/17/24-06/28/24
- Kadence Latham, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Michael Leon, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Adrianna Luna, READY Site Lead – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Alyssa Medina, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Anadalila Mendoza Martinez, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Bianca Montoya, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Marcilina Ocampo, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Kristi Ochoa, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Maricruz Pacheco Barajas, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24

- Jannette Perez, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Reynaldo Perez, Bilingual Student Specialist – 8.0 hrs., Hamilton, effective 07/01/24-07/19/24
- Addrianna Potter, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Stephen Reyes, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Alicia Sanchez, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Sandra Solorio, Licensed Vocational Nurse – 8.0 hrs., Hamilton, effective 06/17/24-06/28/24
- Viviana Solorio, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Elizabeth Steen, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Maddison Tomey, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Alijah Turner, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Selina Valles, READY Program Tutor – 8.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Brenn Vallin, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Ashley Torres, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Rachelle Vasquez, Student Specialist – 8.0 hrs., Hamilton, effective 06/17/24-06/28/24
- Jasmine Vidal, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Mia Welsh, READY Program Tutor – 5.0 hrs., Hamilton, effective 06/17/24-07/19/24
- Norma Zuniga, Licensed Vocational Nurse (Bilingual) – 8.0 hrs., Hamilton, effective 07/01/24-07/05/24

#### Extended School Year Program

- James Joyce, Special Education Aide – 5.0 hrs., Hamilton, effective 6/17/24-7/12/24
- Militza Mendoza, Special Education Aide – 5.0 hrs., Hamilton, effective 6/17/24-7/12/24

#### Certificated Short Term Employment – SUMMER PROGRAMS

##### Special Education Extended School Year:

Hamilton Elementary School

June 13, 2024 – June 14, 2024, 4 hours/day for Preparation

June 17, 2024 – July 12, 2024, 5 hours/day for Instruction

*(no school June 19, 2024 & July 4, 2024)*

- Lucy Brieno, June 13-14, June 17-21 (no school June 19th), June 24-28
- Charles Cole, June 13-14, July 1-5 (no school July 4th), July 8-12
- Cynthia Lewis, June 13-14, July 1-5 (no school July 4th), July 8-12
- Shelby McWells, June 13-14, July 1-5 (no school July 4th), July 8-12
- Tianna Sandoval, June 13-14, June 17-21 (no school June 19th), June 24-28
- Maribel Santiago, June 13-14, June 17-21 (no school June 19th), June 24-28

Nursing Services for Summer Programs:

Hamilton Elementary School

June 17, 2024 – July 19, 2024, 8 hours/day for Assignment

*(no school June 19, 2024 & July 4, 2024)*

- Leann Williamson, June 10, 2024 – June 14, 2024, 4 hours/day for Preparation
- Cara Cummings, June 17-21 (no school June 19th), July 15-19
- Kayla Dupree, July 8-12

Specialists for Summer Programs:

Hamilton Elementary School

June 17, 2024 – July 19, 2024, 8 hours/day for Assignment

*(no school June 19, 2024 & July 4, 2024)*

- Arlo Braun, Psychologist, July 1-5 (no school July 4th), July 8-12
- Rita Diaz, Psychologist, June 24-28
- Serena Houser, Counselor, July 8-12, July 15-19
- Jami Jenkins, Psychologist, June 17-21 (no school June 19th)
- Boa Moua, Psychologist, July 15-19
- Phoua Xiong, Counselor, June 17-21 (no school June 19th), June 24-28, July 1-5 (no school July 4th)

Administrators for Summer Programs:

Junior High (West Hills College, Lemoore)

June 17, 2024 – June 27, 2024, 9 hours/day (no school June 19, 2024)

- Cristy Goins, June 17-21 (no school June 19th), June 24-27

Hamilton Elementary School

June 17, 2024 – July 19, 2024, 5.5 hours/AM, 5.5 hours/PM

*(no school June 19, 2024 & July 4, 2024)*

- Sara DeCuir, July 15-19
- Carin De La Torre, June 24-28
- Steven Mueller, July 8-12
- Cynthia Pursell, June 17-21 (no school June 19th), June 24-28
- Sang Xiong, July 1-5 (no school July 4th)

Elementary Summer Program:

Hamilton Elementary School

June 13, 2024 – June 14, 2024, 4.25 hours/day for Preparation

June 17, 2024 – July 19, 2024, 4.25 hours/day for Instruction

*(no school June 19, 2024 & July 4, 2024)*

Teachers are assigned in one or more of the date ranges above:

Adams, Michelle	Gonzalez, Eva	Nabayan, Melissa
Adams, Rosa	Graham, Joann	Nielsen, Chad
Aguilar, Juana	Grillias, Nicholas	Porras, Anthony
Aleixo, Alicia	Hawkins, Angel	Porras, John
Andrada, Alexis	Heugly, Sierrah	Porras, Maria
Arnold, Carson	Hope, Alyssa	Richmond, Jaimie
Baldwin, Scott	Hopper, Mariah	Romero, Mariah
Banuelos, Mary Ann	Howell, Lindsay	Rosales, Maria
Castaneda, Catherine	Jasso, Jana	Ryan, Tracy
Cavanaugh, Josie	Lawson, Maria	Thompson-Pedro, Sherrie
Coz, Kathryn	Lewis, Cynthia	Scott-McCallion, Melisa
Cruse, Katelyn	Loewen, Shannon	Strickland, Kylie
Curiel, Cindy	Martin, Zachary	Sippel, Kathryn
De Leon, Gabriel	Mayfield, Kelle	Thompson, Emily
Doyel, Jacquelyn	Medina, Christina	Vasquez, Oswaldo
Flores, Rose	Mercado, Audree	Vasquez, Roberta

Gomez, Vanessa  
Gonzalez, Eric

Moran, Madison  
Munro, Megan

Williams, Frederick  
Zaragoza, Mario

### Summer Program Teachers:

- Junior High (West Hills College, Lemoore)
- June 14, 2024, up to 2 hours for Preparation
- June 17-21, 2024 (no school June 19th), 8 hours/day for Instruction
- June 24-27, 2024, 8 hours/day for Instruction
- Juarez, Damien
- Raymond, Paul
- Wittus, Jennifer

### *Item "b" – Resignations*

#### Classified

- Bianca Rodriguez, Substitute Yard Supervisor, effective 04/12/24
- Dilia Silveira, Yard Supervisor – 1.0 hr., Richmond, effective 05/29/24
- Esmeralda Torres-Gonzalez, Substitute Special Education Aide and Yard Supervisor, effective 02/01/24
- Alijah Turner, READY Program Tutor – 4.5 hrs., Roosevelt, effective 05/10/24

#### Certificated

- Carl Carrizales, Teacher, King, effective 6/7/24

#### Retirements

- Joel Cooley, Transportation Manager, - 8.0 hrs., DSF, effective 8/1/24
- Stephanie Mendes, Special Education Aide – 5.0 hrs., Kennedy, effective 6/7/24
- Frances Moreno, Bilingual CDS Specialist – 8.0 hrs., CDS, effective 5/21/24

### *Item "c" – Fresno Pacific University*

Consider approval of a Practicum Student Agreement with Fresno Pacific University

- Authorize agreement to enter into a Internship Agreement between Hanford Elementary School District and Fresno Pacific University to be effective on 5/10/24 through 5/10/2027 (3-year maximum)

### *Item "d" – Volunteers*

#### Name

Yvette Sandoval  
Bernadette Williams  
Iesha Banda

#### School

Richmond  
Simas  
Washington/Kennedy

## **FINANCIAL**

### **Kings County Treasurer's Report**

- a) Trustee Revious made a motion to approve the Kings County Treasurer's Quarterly Compliance Report at 2.8257%. Trustee Revious/Garcia seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes
  - Revious – Yes
  - Strickland – Yes

- Legal Contracts** b) Trustee Revious made a motion to approve the of legal contracts for the 2024-2025 fiscal year. Trustee Hernandez seconded; motion carried 5-0:
- Garcia – Yes
  - Garner – Yes
  - Hernandez – Yes

Revious – Yes  
Strickland – Yes

**Resolution #23-24**

c) Trustee Revious made a motion to adopt Resolution #23-24 Authorizing the District to join Education Technology Joint Powers Authority (EdTech JPA). Trustee Garcia seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**School Services of CA**

d) Trustee Garcia made a motion to approve the contract with School Services of California for the 2024-25 fiscal year. Trustee Garner seconded; motion carried 5-0:

Garcia – Yes  
Garner – Yes  
Hernandez – Yes  
Revious – Yes  
Strickland – Yes

**Adjournment**

There being no further business, President Strickland adjourned the meeting at 6:52 p.m.

Respectfully submitted,

Joy C. Gabler,  
Secretary to the Board of Trustees

Approved:


\_\_\_\_\_  
Greg Strickland, President

\_\_\_\_\_  
Lupe Hernandez, Clerk



## HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

**TO:** Joy Gabler  
**FROM:** Cruz Sanchez-Leal  
**DATE:** 05/16/2024  
**FOR:** (X) Board Meeting   
( ) Superintendent's Cabinet  
**FOR:** ( ) Information  
(X) Action

Date you wish to have your item considered: June 12, 2024

**ITEM:** Consider approval of donations from Lowe's for replacement items for classroom lockdown kits.

**PURPOSE:** To replenish the classroom lockdown kits in classes where items in their kits have expired.

**FISCAL IMPACT:**

none

**RECOMMENDATION:** Approve donation.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: John F. Kennedy Jr. High School Student Body

DATE: 6/3/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 9/27/2023

**ITEM:** Consider for approval the donation to HESD from JFK ASB. Donation in the amount of \$4,462.57

**PURPOSE:** To be used towards all school dances (balloons and decorations), trip costs (Universal Studios), and school promotion ceremony costs (food/beverages)

**FISCAL IMPACT:** Increase JFK budget as follows:

0100-1100-0-1110-1000-430000-030-0000      \$4,462.57

**RECOMMENDATIONS:** Accept donation

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Board of Trustees

FROM: Joy Gabler

DATE: 05/31/24

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 06/12/24

**ITEM:** November 2024 School Bond Measure Follow-up**PURPOSE:** Follow-up conversation regarding pursuing a Bond Measure during the November 2024 election**FISCAL IMPACT:** None**RECOMMENDATIONS:**

**HANFORD ELEMENTARY SCHOOL DISTRICT**  
**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Robert Heugly

DATE: May 31, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: June 12, 2024

**ITEM:** Receive for information a report from the District Parent Advisory Committee for the meeting held on May 14, 2024 (For PAC Meeting #4)

**PURPOSE:** The PAC advises the board on the educational programs and services included in the Local Control Accountability Plan.

**FISCAL IMPACT:** PAC is a requirement of the Local Control Funding Formula.

# Hanford Elementary School District

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Hanford Elementary School District (HESD)

Parent Advisory Committee

Meeting #4

Report to the HESD Board of Trustees

Date of Meeting: May 14, 2024  
Starting Time: 9:00 a.m. to 10:30 a.m.  
Location: District Office Board Room

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

The Parent Advisory Committee received information on the following topics.

- The School Family Compact
  - A Draft of the 2024-2025 to 2026-2027 (Year 1) Local Control Accountability Plan
- 

The Parent Advisory Committee made the following recommendations.

- Approve the changes to the School Family Compact (School Site Councils will approve this during SSC meeting #1 next school year.)
  - The committee recommends that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 (Year 1) Local Control Accountability Plan
- 

The Superintendent responds:

- The superintendent concurs with the recommendation to approve the changes to the School Family Compact (School Site Councils will approve this.)
- The superintendent concurs with the recommendation that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 (Year 1) Local Control Accountability Plan

**HANFORD ELEMENTARY SCHOOL DISTRICT****AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Lucy Gomez

DATE: May 30, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☒ Information  
☐ Action

Date you wish to have your item considered: April 24, 2024

**ITEM:** Receive for information a report from the District English Learner Advisory Committee for the meeting held on May 16, 2024 (For DELAC Meeting #4)

**PURPOSE:** The DELAC advises the board on the educational programs and services for English Learners including services that are part of the Local Control Accountability Plan.

**FISCAL IMPACT:** DELAC is a requirement of the Local Control Funding Formula and several Federally funded programs.

# Hanford Elementary School District

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## Hanford Elementary School District (HESD) District English Learner Advisory Committee Report to the Board

Date of Meeting: May 16, 2024  
Starting Time: 9:00a.m. to 10:30a.m.  
Location: Board Room

### Purpose of the Meeting

To advise the board on:

- Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
  - Establishment of LEA program, goals, and objectives for programs and services for English Learners per the SBE-adopted English Learner Roadmap Policy.
- 

The DELAC received information on the following topics:

- The Consolidated Application (Summer CARS)
- Compliance with any applicable Teacher and Instructional Aide Requirements
- Draft 2024-2025 to 2026-2027 Year 1 Local Control Accountability Plan
- The School Family Compact

The DELAC made the following recommendations:

- Approve the Consolidated Application (Summer CARS)
- The committee recommends that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 Year 1 Local Control Accountability Plan
- Approve the changes to the School Family Compact

The Superintendent Responds:

- The Superintendent concurs with the recommendation to approve the Consolidated Application (Summer CARS).
- The Superintendent supports the recommendation that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 Year 1 Local Control Accountability Plan
- The Superintendent supports the recommendation to approve the changes to the School Family Compact.

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jason Strickland

DATE: 6/3/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 6/12/2024

**ITEM:** Updates to Board Policy 5141.21 - Administering Medication and Monitoring Health Conditions

**PURPOSE:** Policy updated to reflect new law (AB 1283) authorizing the district to provide emergency stock of albuterol inhalers and the administration of emergency medical aid to persons suffering, or reasonably believed to be suffering from respiratory distress. Policy also updated to prohibit the administration of medical cannabis to students on school grounds by parents/guardians or school personnel.

**FISCAL IMPACT:** None

**RECOMMENDATIONS:** Review board policy updates



**Board Policy Manual**  
**Hanford Elementary School District**

**Policy 5141.21: Administering Medication And Monitoring Health Conditions**

Status: ADOPTED

Original Adopted Date: 05/09/2012 | Last Revised Date: 12/13/2017 | Last Reviewed Date: 12/13/2017

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should ~~have an opportunity~~ be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing ~~a parent/guardian~~ parents/guardians to administer medication to ~~his/her~~ their child at school, designate other individuals to do so on ~~his/her~~ their behalf, and, with the ~~child's~~ student's authorized health care provider's approval, request the district's permission for ~~his/her child~~ the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make ~~available~~ epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction.  
(Education Code 49414)

~~The Board authorizes~~ In accordance with law, the Superintendent or designee ~~to may~~ make available naloxone hydrochloride or another opioid antagonist ~~for and stock~~ albuterol inhalers available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from ~~an opioid overdose, or respiratory distress.~~ (Education Code 49414.3, 49414.7)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

**Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up

**Description**

procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. ~~(Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)~~

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State References**

5 CCR 600-611

Bus. Code 2700-2837

Bus. Code 3500-3546

**State References**

Bus. Code 4119.2

Bus. Code 4119.8

Ed. Code 48980

Ed. Code 49407

Ed. Code 49408

Ed. Code 49414

Ed. Code 49414.3

Ed. Code 49414.4

Ed. Code 49414.5

Ed. Code 49414.7

Ed. Code 49414.8

Ed. Code 49422-49427

Ed. Code 49423

Ed. Code 49423.1

Ed. Code 49426.5

Ed. Code 49468-49468.5

Ed. Code 49480

H&S 1799.113

H&S Code 11362.7-11362.85

**Federal References**

20 USC 1232g

20 USC 1400-1482

~~21 USC 812~~

~~21 USC 844~~

~~29 USC 794~~

**Description**

Administering medication to students

[Nursing](#)

[Physician assistants](#)

[Acquisition of epinephrine auto-injectors](#)

[Acquisition of naloxone hydrochloride or another opioid antagonist](#)

[Parent/Guardian notifications](#)

[Liability for treatment](#)

[Student emergency information](#)

[Emergency epinephrine auto-injectors](#)

[Emergency medical assistance; administration of medication for opioid overdose](#)

Opioid Misuse

[Providing school personnel with voluntary emergency training](#)

Emergency albuterol inhalers

Funding for emergency opioid antagonists; requirements

[Employment of medical personnel](#)

[Administration of prescribed medication for student](#)

[Inhaled asthma medication](#)

Licensed vocational nurses

The Seizure Safe Schools Act

[Continuing medication regimen; notice](#)

Opioid overdose treatment

[Medicinal cannabis](#)

**Description**

Family Educational Rights and Privacy Act (FERPA) of 1974

Individuals with Disabilities Education Act

~~Schedule of controlled substances~~

~~Penalties for possession of controlled substance~~

~~Rehabilitation Act of 1973; Section 504~~

**Description****Federal References**[21 USC 812](#)[21 USC 844](#)[29 USC 794](#)

34 CFR 99.30

**Management Resources References**

American Diabetes Association Publication

American Diabetes Association Publication

American Diabetes Association Publication

Court Decision

National Diabetes Education Program Publication

[Website](#)[Website](#)[Website](#)[Website](#)[Website](#)[Website](#)[Management Resources Website](#)[Website](#)[Website](#)[Website](#)**Cross References**[Website](#)[Website](#)[Website](#)[Website](#)**Cross References**

3513.4

3516

3516

4112.9

4112.9-E(1)

4119.43

4131

**Description**[Schedule of controlled substances](#)[Penalties for possession of controlled substance](#)[Rehabilitation Act of 1973; Section 504](#)

Conditions under which prior written consent is required to disclose information

**Description**

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

American Nurses Association v. Torlakson (2013) 57 Cal.4th 570

Helping the Student with Diabetes Succeed: A Guide for School Personnel,

June 2003

[CSBA District and County Office of Education Legal Services](#)[National Diabetes Education Program](#)[U.S. Department of Health and Human Services, National Heart, Lung, and](#)[CSBA District and County Office of Education Legal Services](#)[National Diabetes Education Program](#)[U.S. Department of Health and Human Services, National Heart, Lung, and](#)[Blood Institute](#)[American Diabetes Association](#)[California Department of Education, Health Services and School Nursing](#)[CSBA](#)[California Department of Public Health](#)**Description**[American Diabetes Association](#)[California Department of Education, Health Services and School Nursing](#)[CSBA](#)[California Department of Public Health](#)**Description**[Drug And Alcohol Free Schools](#)[Emergencies And Disaster Preparedness Plan](#)[Emergencies And Disaster Preparedness Plan](#)[Employee Notifications](#)[Employee Notifications](#)[Universal Precautions](#)[Staff Development](#)

<b>Description</b>	
4212.9	<a href="#"><u>Employee Notifications</u></a>
4212.9-E(1)	<a href="#"><u>Employee Notifications</u></a>
4219.43	<a href="#"><u>Universal Precautions</u></a>
4231	<a href="#"><u>Staff Development</u></a>
4312.9	<a href="#"><u>Employee Notifications</u></a>
4312.9-E(1)	<a href="#"><u>Employee Notifications</u></a>
4319.43	<a href="#"><u>Universal Precautions</u></a>
5022	<a href="#"><u>Student And Family Privacy Rights</u></a>
5022	<a href="#"><u>Student And Family Privacy Rights</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5125	<a href="#"><u>Student Records</u></a>
5125	<a href="#"><u>Student Records</u></a>
5131.62	<a href="#"><u>Tobacco</u></a>
5141	<a href="#"><u>Health Care And Emergencies</u></a>
5141	<a href="#"><u>Health Care And Emergencies</u></a>
5141.22	<a href="#"><u>Infectious Diseases</u></a>
5141.22	<a href="#"><u>Infectious Diseases</u></a>
5141.23	<a href="#"><u>Asthma Management</u></a>
5141.23	<a href="#"><u>Asthma Management</u></a>
5141.24	<a href="#"><u>Specialized Health Care Services</u></a>
5141.24	<a href="#"><u>Specialized Health Care Services</u></a>
5141.27	<a href="#"><u>Food Allergies/Special Dietary Needs</u></a>
5141.27	<a href="#"><u>Food Allergies/Special Dietary Needs</u></a>
5141.6	<a href="#"><u>School Health Services</u></a>
3513.4	<a href="#"><u>Drug And Alcohol Free Schools</u></a>
3516	<a href="#"><u>Emergencies And Disaster Preparedness Plan</u></a>
3516	<a href="#"><u>Emergencies And Disaster Preparedness Plan</u></a>
4112.9	<a href="#"><u>Employee Notifications</u></a>
4112.9-E(1)	<a href="#"><u>Employee Notifications</u></a>
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4312.9	<a href="#"><u>Employee Notifications</u></a>
4312.9-E(1)	<a href="#"><u>Employee Notifications</u></a>

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<u>4319.43</u>	<u>Universal Precautions</u>
<u>4319.43</u>	<u>Universal Precautions</u>
<u>5022</u>	<u>Student And Family Privacy Rights</u>
<b>Cross References</b>	<b>Description</b>
<u>5141.6</u>	<u>School Health Services</u>
<u>5145.6</u>	<u>Parent/Guardian Notifications</u>
<u>5145.6-E(1)</u>	<u>Parent/Guardian Notifications</u>
<u>5148.2</u>	<u>Before/After School Programs</u>
<u>5148.2</u>	<u>Before/After School Programs</u>
<u>6142.8</u>	<u>Comprehensive Health Education</u>
<u>6145.2</u>	<u>Athletic Competition</u>
<u>6145.2</u>	<u>Athletic Competition</u>
<u>6163.2</u>	<u>Animals At School</u>
<u>6163.2</u>	<u>Animals At School</u>
<u>6164.6</u>	<u>Identification And Education Under Section 504</u>
<u>6164.6</u>	<u>Identification And Education Under Section 504</u> <u>5022</u> <u>Student And Family Privacy Rights</u>
<u>5113</u>	<u>Absences And Excuses</u>
<u>5113</u>	<u>Absences And Excuses</u>
<u>5113.1</u>	<u>Chronic Absence And Truancy</u>
<u>5113.1</u>	<u>Chronic Absence And Truancy</u>
<u>5125</u>	<u>Student Records</u>
<u>5125</u>	<u>Student Records</u>
<u>5131.62</u>	<u>Tobacco</u>
<u>5131.62</u>	<u>Tobacco</u>
<u>5141</u>	<u>Health Care And Emergencies</u>
<u>5141</u>	<u>Health Care And Emergencies</u>
<u>5141.22</u>	<u>Infectious Diseases</u>
<u>5141.22</u>	<u>Infectious Diseases</u>
<u>5141.23</u>	<u>Asthma Management</u>
<u>5141.23</u>	<u>Asthma Management</u>
<u>5141.24</u>	<u>Specialized Health Care Services</u>
<u>5141.27</u>	<u>Food Allergies/Special Dietary Needs</u>
<u>5141.27</u>	<u>Food Allergies/Special Dietary Needs</u>
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<u>5141.6</u>	<u>School Health Services</u>
<u>5145.6</u>	<u>Parent/Guardian Notifications</u>
<u>5145.6-E(1)</u>	<u>Parent/Guardian Notifications</u>
<u>5148.2</u>	<u>Before/After School Programs</u>
<u>5148.2</u>	<u>Before/After School Programs</u>
<u>6142.8</u>	<u>Comprehensive Health Education</u>
<u>6142.8</u>	<u>Comprehensive Health Education</u>

**Description**

6145.2 Athletic Competition

6145.2 Athletic Competition

6163.2 Animals At School

6163.2 Animals At School

6164.6 Identification And Education Under Section 504

6164.6 Identification And Education Under Section 504

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jason Strickland

DATE: 6/3/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☒ Information  
☐ Action

Date you wish to have your item considered: 6/12/2024

**ITEM:** Updates to Administrative Regulation 5123: Promotion/Acceleration/Retention**PURPOSE:** Regulation updated to reflect HESD's current promotion requirements for eighth grade students regarding absences, tardies and citations.**FISCAL IMPACT:** None**RECOMMENDATIONS:** Review administrative regulation updates

**Regulation 5123: Promotion/Acceleration/Retention**

**Status:** DRAFT

**Original Adopted Date:** 05/16/2001 | **Last Revised Date:** 08/23/2023 | **Last Reviewed Date:** 08/23/2023

**Acceleration from Kindergarten to First Grade**

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)  
(cf. 5111 - Admission)

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.

**Continuation in Kindergarten**

Whenever the Superintendent or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

**At-Risk**

Parents/guardians of students who are academically at risk shall receive notification at the end of the first trimester. The notification will include recommendations for intervention strategies including goals for the student, the parent/guardian, and the teacher. (SCH-104a) (Education Code 48070.5)

Students who are considered academically at risk at the end of the first trimester are students that meet all the following grade specific criteria and therefore shall receive SCH-104a:

**Kindergarten:**

Letters/Sounds: Knows fewer than 18 letters

**First Grade:**

Letters/Sounds: Knows fewer than 54 letters and 40 sounds

Sight Word Assessment: Scored in the intensive band

Reading at independent level B or below

**Second Grade:**

Scored in the intensive band on HESD ELA Benchmark 1

Reading at independent level G or below

**Third Grade:**

Received a grade of "N" in reading

Scored in the intensive band on ELA Benchmark 1

**Fourth Grade:**



Received a grade of "N" in reading and math  
 Scored in the intensive band on administered district assessments (ELA and Math)

**Fifth Grade:**

Received a grade of "N" in reading and math  
 Scored in the intensive band on administered district assessments (ELA and Math)

**Sixth Grade:**

Received a grade of N in reading and math  
 Scored in the intensive band on administered district assessments (ELA and Math)

**Seventh Grade:**

Received an overall grade of "D" or "F" in ELA and Math and/or has lower than an overall 2.0 GPA

**Eighth Grade:**

Received an overall grade of "D" or "F" in ELA and Math and/or has lower than an overall 2.0 GPA

Eighth grade students who are considered academically at risk in March (end of Trimester 2) are students that meet all the following grade specific criteria and therefore shall receive SCH-104b:

- Student received an overall grade of "D" or "F" in ELA and Math and/or the student has lower than an overall 2.0 cumulative GPA

Students who are considered academically at risk in May are students that meet all the following grade specific criteria and therefore shall receive SCH-104b:

Eighth grade students with lower than an overall 2.0 cumulative GPA in May will meet with the principal or designee one week prior to promotion activities.

**Kindergarten:**

Letters/Sounds: Knows fewer than 45 letters and 27 sounds  
 Sight Word Assessment: Knows fewer than 15 words  
 Alphabetic Principle Assessment: Scored 4 or below  
 Does not have 1:1 match when repeating a pattern

**First Grade:**

Sight Word Assessment: Scored in the intensive band  
 Reading at independent level F or below

**Second Grade:**

Scored in the intensive band on administered HESD ELA Benchmarks  
 Reading at independent level I or below

**Third Grade:**

Received a grade of "N" in reading on Trimester 1 & 2 report cards  
 Scored in the intensive band on administered HESD ELA Benchmarks

**Fourth Grade:**

Received a grade of "N" in reading and math on Trimester 1 & 2 report cards  
 Scored in the intensive band on administered HESD ELA Benchmarks  
 Scored in the intensive range on administered Math Unit Assessments

**Fifth Grade:**

Received a grade of "N" in reading and math on Trimester 1 & 2 report cards  
 Scored in the intensive band on administered HESD ELA Benchmarks  
 Scored in the intensive range on administered Math Unit Assessments

**Sixth Grade:**

Received a grade of "N" in reading and math on Trimester 1 & 2 report cards  
 Scored in the intensive band on administered HESD ELA Benchmarks  
 Scored in the intensive range on administered Math Unit Assessments

**Seventh Grade:**

Received an overall grade of "D" or "F" in ELA and Math and/or has lower than an overall 2.0 GPA

**Eighth Grade:**

Received an overall grade of "D" or "F" in ELA and Math and/or has lower than an overall 2.0 GPA

Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the specified indicators, the student may be considered for retention. If determined that retention is not appropriate, the teacher shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic 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 teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

A list of retainees will be submitted to the Curriculum, Instruction, and Professional Development Office. (SCH-105, 106)

#### English Language Learners

##### At-Risk Forms - SCH-104a/104b

If an English language learner is determined to be at-risk based on the grade specific criteria then an at-risk form (SCH-104a/104b) will be completed

Retention. English language learners will not be recommended for retention based solely on English language proficiency.

#### Special Education Students

##### At-Risk Forms - SCH-104a/104b

Special Education students do not receive SCH-104a/104b at-risk forms.

Retention. Special Education students will not be recommended for retention based solely on Special Education eligibility. Retention discussions and determinations are a function of the Individual Education Plan (IEP) meeting.

#### Grades 7 and 8

A decision for or against promotion/retention of any student enrolled in Junior High School will result from the consideration and procedures outlined below:

1. Students shall be identified as being academically at risk who receive an overall grade of "D" or "F" in ELA and mathematics as indicated on the report card.
2. Seventh and eighth grade students must attain a cumulative 2.0 GPA by the end of the year to be considered for promotion into the following grade. Failure to attain a cumulative 2.0 GPA may result in consideration for summer school (if offered) or retention.
3. Seventh grade students who do not earn a cumulative 2.0 GPA and for whom retention is deemed inappropriate may be assigned to an intervention class during the eighth grade year in lieu of an elective.
4. Eighth grade students who do not earn a cumulative 2.0 GPA and for whom retention is deemed inappropriate shall be transferred to the ninth grade and recommended to attend summer school conducted (if offered) by the high school. These students will neither receive a certificate of promotion nor participate in promotion exercises.
5. One week prior to the end of the school year parents and students will receive final notification of decisions regarding promotion and/or retention.
6. No eighth grade student with ~~20~~ 17 absences or more, unless absences are medically excused by a doctor, may participate in the end of the year promotional activities.
7. No eighth grade student with 17 tardies/truancies or more, may participate in the end of the year promotional activities.
8. Students who earn multiple level B/C citations throughout the year, may be denied the privilege of participating in promotion exercises/activities.

#### Late Entry: Grades K-8

1. A student must be enrolled in a school in this district a minimum of six school weeks to receive an academic progress report.
2. Students enrolled less than one trimester will not be considered for retention or promotion under this policy, but will be evaluated on a case by case basis.

#### Grade Level Transfer: Grades K-8

A student may be transferred, not promoted, to the next grade. Grade level transfer decisions are based on the beliefs that retention would not be beneficial to the student and/or the student's presence in the same grade level would create an undesirable influence on the academic and social growth of other students.

These factors will be considered for Grade Level Transfers:

1. Age (the possibility of attaining the age of 15.0 years before entering high school)
2. Parental attitude toward retention
3. Amount of time enrolled. (Students enrolled for less than one trimester when past academic records are unavailable)
4. Retention Review Committee decision that retention is not appropriate

#### Review Committee

All recommended retentions will be decided by a Review Committee.

1. This committee shall be composed of three chief voting members:
  - a. Principal or his/her designee
  - b. Child's teacher(s)
  - c. Parent/guardian - If any of the above groups must be represented by more than one individual to conduct an effective meeting, the chairman shall provide for their participation, but under no circumstances shall more than three votes be cast. Only the chief voting members shall vote on any retention decision made by the Review Committee.
2. A school psychologist may be included at the discretion of the parent, teacher or principal but will not be considered a voting member of the Review Committee.

The Review Committee will be convened and chaired by the principal or his/her designee.

A simple majority of the chief members will determine a binding decision for or against retention.

Parent/guardians opposing the decision of the Review Committee may appeal for a hearing with the Superintendent or his/her designee. Such a request for a hearing must be made in writing within 10 working days of the Review Committee's decision. Written requests must be submitted to the Superintendent or his/her designee who shall then schedule the hearing.

The Review Committee may reach a binding decision without the parent/guardian(s) if attempts to have the parent/guardian(s) in attendance have failed. The contact will include at least one phone call and a personal letter.

(cf. 5145.6 - Parental Notifications)

#### Appeal Process

Whenever a student's parent/guardian appeals the Review Committee's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the Review Committee's decision should be overruled. (Education Code 48070.5)

To appeal a Review Committee's decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons that the Review Committee's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The Review Committee shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the Review Committee's decision. Prior to making this determination, the Superintendent or designee may meet with the parent/guardian and the Review Committee. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the Review Committee's decision should be overruled, he/she shall overrule the Review Committee's decision.

#### Promotion

Students who demonstrate growth in learning and are approaching or meeting grade-level standards shall be promoted to the next grade level.

(cf. 5125 - Student Records)

(cf. 5125.3 - Challenging Student Records)

When high academic achievement is evident or other factors which may warrant acceleration to a higher grade are evident; the Site Review Committee shall convene to discuss and report the recommendations.  
(SCH-105)

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## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: Lucy Gomez

DATE: May 29, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's CabinetFOR: ☐ Information  
☒ Action

Date you wish to have your item considered: June 12, 2024

**ITEM:** Request approval of Memorandum of Understanding to continue to work with Tulare County Office of Education/Migrant Program Region VIII Model B district.

**PURPOSE:** Approval of this Memorandum of Understanding would allow Tulare County Office of Education/Migrant Education Program Region VIII to directly receive Migrant funds. As the Lead Agency, TCOE would coordinate and collaborate with our district to provide supplemental educational services for Migrant families and students residing in our district.

**FISCAL IMPACT:** HESD will bill Tulare County Office of Education/Migrant Program Region VIII for any applicable costs (facilities/custodial, transportation, food services, nursing services).

**RECOMMENDATIONS:** Approve



# MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO  
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

The School District(s) in Migrant Region VIII that selected Model B, hereinafter referred to as “Model B District”, and the TULARE COUNTY SUPERINTENDENT OF SCHOOLS Migrant Education Program, Region VIII, hereinafter referred to as the “Migrant Education Program”, hereby concur that this Agreement shall be in effect as soon as both parties ratify it. This Agreement is for the period of July 1, 2024 to June 30, 2025, inclusive, and shall be effective July 1, 2024.

## **PURPOSE:**

To unify and coordinate **supplemental educational services** and resources for Migrant families and their children residing within the boundaries of participating district(s).

The services to be rendered and the terms and conditions of this Agreement are as follows:

## **The Migrant Education Program, Region VIII, as Lead Agency, will:**

1. Implement all required mandated Migrant components in collaboration with the District contact person or designee assigned to work with the Region.

### **Mandated components of the Migrant Program:**

- Provide Measureable Educational Instruction to Students.
  - Provide a Migrant Education School Readiness Program (MESRP).
  - Facilitation of Parent Advisory Councils will be administered through parent consortiums.
  - Provide Opportunities for Parent Involvement.
  - Conduct Identification and Recruitment of Migrant Families.
  - Identify and serve Out-of-School Youth.
  - Provide Summer School services.
  - Establish a Memorandum of Understanding (MOU) with Region VIII to delineate District and Regional responsibilities.
  - Region VIII will hire highly qualified teachers/paraprofessionals OR contract an outside Agency to provide measureable educational instruction to students.
  - The District is not required to complete a DSA and the Program Evaluation.
  - The District School Plan will be discussed by the Area Administrator with contact or designee personnel.
2. Migrant funds are designated to direct measureable instructional services for Migrant students. Direct services are defined as:
    - Services provided directly to the student.





# MEMORANDUM OF UNDERSTANDING

## FOR SERVICES TO MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

- Services that answer the question: “How does the service directly impact student achievement in Mathematics and English Language Arts?”
  - Services that are measurable and produce data to determine student academic progress.
3. Migrant funds are intended to support the administering and monitoring of the Migrant Education Program.
  4. Certificated teachers/paraprofessionals provide instructional services to Migrant students.
  5. Migrant Education School Readiness staff must hold a Teaching Credential or a Permit Title (Teacher / Master Teacher) in the Child Development Permit Matrix.
  6. Services are provided before school, after school, or Saturdays and during Summer School (CDE, DSA, Migrant Program is supplemental to the core programs).
  7. Instructional services shall be relevant and rigorous.
  8. Provide direct supplemental services to Migrant students enrolled in the District, after a Needs Assessment has been conducted and collaboration has occurred with the District.
  9. Assist and provide documentation during Migrant Regional FPM reviews.
  10. In coordination with the District, ensure that at least one parent representative from the district consortium attends a minimum of six Regional Parent Advisory Council (RPAC) trainings at the county level. (The RPAC meets six times per year).

### **The District, as Participant in the Migrant Education Program Model B, will:**

1. Agree to participate in Model B for one fiscal year and shall notify the Migrant Education Program, Region VIII, by the end of November, if the District intends to change from Model B to Model A.
2. Agree that Region VIII will provide and/or coordinate all Migrant services.
3. Provide written approval for the Migrant Education Program, Region VIII, to access student-specific academic, benchmark—data for the purposes of research and for developing interventions using data analysis to identify the academic gaps and needs of Migrant students.
4. Provide Migrant students with equal access to educational opportunities and resources that are available to non-migrant students.
5. Approve use of facilities within the District for Migrant Education activities based on district operational cost and services requested for Regular Year and Summer.
6. Support the Region with the Migrant Education Program rules, regulations, and restrictions as described in the official Migrant Education Program Assurances.
7. If a student injury occurs in the Migrant Education Program, the District’s policies and procedures will be followed. The Tulare County Superintendent of Schools’ liability coverage would be primary for liability purposes as to Claims for Damages filed against the Tulare County Superintendent of Schools. Tulare County Superintendent of Schools will not provide any Student Accident Coverage.

FOR SERVICES TO  
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

- Date: \_\_\_\_\_


Date:



## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jill Rubalcava 

DATE: June 3rd, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: June 12th

**ITEM:** Consultant Contract for up to 30 days of in class coaching and PD, and to include 3 district-wide PD days with HB3 Literacy.

**PURPOSE:** To provide professional development in early literacy, word work, and guided reading instruction.

**FISCAL IMPACT:** \$105,000

**RECOMMENDATIONS:** Approval

# HANFORD ELEMENTARY SCHOOL DISTRICT

## AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: June 3, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: June 12, 2024

**ITEM:** Consider approval of a Memorandum of Understanding (MOU) and Instructional Consultant Contract with Tulare County Office of Education OnStage Theatre Company

**PURPOSE:** Tulare County Office of Education OnStage Theatre Company will provide afterschool enrichment to our Elementary Schools. Each school will receive roughly 15 days of theatre instruction afterschool by TCOE OnStage Theatre Company staff with an accompany HESD staff member. A culminating Theatre performance for parents will be performed by the students directed by OnStage Theatre Company staff. Based on Parent Input at our Parent Advisory and English Learner Advisory committees, parents have requested students have the opportunity to participate in afterschool performing arts enrichment. This agreement will line up with parent feedback and the requirements of our Expanding Learning Opportunities Program.

**FISCAL IMPACT:** Approximately \$100,000 Using Expanding Learning Opportunities Program (ELOP) funding.



## Memorandum of Understanding

Between

Tulare County Office of Education OnStage Theatre Company and Hanford Elementary  
School District

This Memorandum of Understanding (MOU) is entered into by Tulare County Office of Education OnStage Theatre Company, located at 7000 Doe Avenue, Visalia, CA 93291, and Hanford Elementary School District, located at 714 N White ST Hanford CA 93230

- A. Purpose: The purpose of this MOU is to formalize field experience opportunities with the school site/district and Tulare County Office of Education OnStage Theatre Company which will place staff at school sites for performance-based learning and enrichment in the areas of performing arts instruction and coaching.
- B. Objectives:
- a. Develop shared goals between Tulare County Office of Education OnStage Theatre Company and Hanford Elementary School District to foster student growth and engagement.
  - b. Develop student's educational experience.
  - c. Place Tulare County Office of Education OnStage Theatre Company staff at sites to work with students in performing art activities.
    - i. Observing
    - ii. Working with up to 50 students per school site to produce a kids production
    - iii. Provide 15 days of instruction/ 2hr rehearsals per day
    - iv. Provide a performance for parents at the end of the rehearsal process
  - d. Focus learning areas for experience relating to:
    - i. Recreation Activities
    - ii. Performing Arts
    - iii. Goal Setting
    - iv. Teamwork/Collaboration
  - e. Promote higher education K-6, through performance-based learning.
- C. Roles and Responsibilities: Each site will be responsible for the following roles, as it is aligned with the purpose of the agreement.

- a. Tulare County Office of Education OnStage Theatre Company agrees to:

Responsibility/Activity	Responsible Staff
Will provide TWO to THREE instructors to direct and produce the selected Kids production.	
Will provide a total of 15 days (more or less if previously arranged) of instruction/2hr rehearsals per day.	
Will provide a performance for the parents at the end of the rehearsal process at 5:30 pm.	

We will set up a pre-site visit to ensure that our teams and your site have all they need before instruction begins	
Will provide a basic art project centered around student's character development.	
Will provide a digital parent permission slip that the school site MUST send out to parents to be signed before students can participate (paper slips available upon request).	
Will provide a contract for both parties to sign detailing further responsibilities, terms, and final pricing.	
Every Tulare County Office of Education OnStage Theatre Company employee assigned to an on-campus classroom will obtain a valid criminal summary and report subsequent criminal or arrest records to Hanford Elementary School District	

\*The information given is a suggestion, the roles and responsibilities can be decided with both parties. \*

b. Hanford Elementary School District agrees to:

Responsibility/Activity	Responsible Staff
Shall apply and pay for licensing of the Kids production through: Music Theatre International, <a href="http://www.MTIShows.com">www.MTIShows.com</a> , Phone: (212) 541-4684. This step must be completed AT LEAST 30 DAYS PRIOR to our scheduled start date. The school MUST send email confirmation to TCOE of show purchase 30 days prior or booking will be forfeited to the next school on the waitlist.	
The school is responsible for purchasing any extra materials, such as a logo pack for any advertisements the school wishes to make and/or the video license, if you wish to record the performance.	
Show kits range from \$800-\$3,000 depending on the show (an additional cost to TCOE's fee)	
Will provide a secure and consistent rehearsal and performance space	
Will provide onsite point of contact for regular and ongoing communication with TCOE OnStage Staff.	
Will ensure one to two school staff members are present at all rehearsals/performance to supervise/proctor students.	
Is responsible for making copies of any additional scripts the school might need. Also, for printing and distributing all promotional materials including posters, flyers, and programs they wish	
Is responsible for making sure the cast has access to the show's music after the FIRST rehearsal, however best works for them and their students i.e. Google Classroom, parent square, cd's, etc.	
Will pay the agreed to contracted amount plus mileage. TCOE follows the current federal rates.	

\*The information given is a suggestion, the roles and responsibilities can be decided with both parties.\*

D. Goals: The goal of this MOU is to allow Tulare County Office of Education OnStage Theatre Company to work with K-6 school site students to produce a theatrical performance, gain an understanding of performing arts, and begin to open pathways/prospects for more work together in the future.

E. Confidentiality: To ensure the safety of students, all parties of the MOU will agree to adhere to all procedures placed within this MOU. The following information further discusses protocols that will need to be in place:

- a. The Michelle Montoya School Safety Act requires that people having contact with children on a K-12 school site undergo a criminal background check to be "cleared" to

be in contact with children. This background check is done through the submission of computerized (digitized) fingerprints via a process called "live scan." The clearance goes through the California Department of Justice (DOJ). Tulare County Office of Education OnStage Theatre Company will be responsible for ensuring all staff working with HESD students through this program are fingerprinted via "live scan" and are cleared through the DOJ background check and meet the requirements of the Montoya Act.

- b. Tulare County Office of Education OnStage Theatre Company staff and district/site will give clear protocols for student responsibilities to keep open communication between all parties involved.
- F. Compensation: This will be based upon the agreed-upon contracted amount plus mileage between Tulare County Office of Education OnStage Theatre Company and Hanford Elementary School District for this MOU.
- G. Indemnification:
- a. Hanford Elementary School District shall hold Tulare County Office of Education OnStage Theatre Company, its agents, officers, employees and volunteers harmless from, save, indemnify, and defend the same against, any and all claims and damages for injury to person or property, and related costs and expenses (including reasonable attorney's fees), arising out of any act or omission of District, its agents, officers, employees, or volunteers, during the performance of its obligations under this MOU.
  - b. Tulare County Office of Education OnStage Theatre Company shall hold Hanford Elementary School District, its agents, officers, employees and volunteers harmless from, save, indemnify and defend the same against, any and all claims and damages for injury to person or property, and related costs and expenses (including reasonable attorney's fees), arising out of any act or omission of District, its agents, officers, employees, or volunteers, during the performance of its obligations under this MOU.
- H. Effective Date and Duration: The MOU and obligations hereunder shall be effective upon signatures and dates of all parties, The agreement and the scope of services under this MOU will cover all services beginning August 1, 2024 and shall remain in effect until June 30, 2025
- I. Termination of MOU for Convenience of Either Party: Any party may terminate this MOU at any time by giving to the other party thirty (30) days written notice of each termination. Termination for convenience shall be effective at 11:59 p.m., Pacific Standard time on the intended date for termination (the "Termination Date").

This Memorandum of Understanding is the complete agreement between Tulare County Office of Education OnStage Theatre Company and Hanford Elementary School District and may be amended only by written agreement signed by each of the parties involved.

<u>Tulare County Office of Education OnStage Theatre Company</u>		
Signed: _____	_____	_____
Signature	Title	Date
<u>Hanford Elementary School District</u>		
Signed: _____	_____	_____
Signature	Title	Date

## HANFORD ELEMENTARY SCHOOL DISTRICT

## CONSULTANT CONTRACT

This contract is entered into on May 30, 20 24, between the Hanford Elementary School District and Tulare County Office of Education (Consultant).

Consultant agrees to perform the following services for the Hanford Elementary School District:

The Consultant, and the agents and employees of the Consultant, in the performance of this agreement shall act in an independent capacity and not as officers or employees or agents of the Hanford Elementary School District.

Consultant agrees to indemnify, defend and save harmless the Hanford Elementary School District, its officers, agents and employees from any and all claims and losses accruing or resulting in connection with the performance of this agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by the Consultant in the performance of this agreement.

The Hanford Elementary School District agrees to pay TCOE the sum of \_\_\_\_\_ Dollars (\$ 80,813 ) for such services.

Consultant Signature

Consultant Name

Consultant's Address

City

State

Zip Code

Principal/Department Head Signature

Other Authorizing Signature

Budget Account Number:

Board Approved: \_\_\_\_\_

Original Copy: Fiscal Services  
One Copy: Consultant  
One Copy: School/Department

**DISTRICT USE:**  
SUBJECT TO MONTOYA SCHOOL SAFETY ACT?

YES / NO  
(CIRCLE ONE)





# Hanford Elementary School District

714 N. White Street, P. O. Box 1067  
Hanford, CA 93232  
(559) 585-3600

## INFORMATION REQUEST FORM

Dear Vendor:

We are pleased to include you as a vendor with the Hanford Elementary School District. Since you are new, we need certain information in order to comply with the Internal Revenue Code. No payments can be made until we have this information.

To ensure proper reporting, please complete and return the Information Request Form and, if applicable, the W-9 form. Please email the form(s) to the attention of Accounts Payable at [acctpay@hanfordesd.org](mailto:acctpay@hanfordesd.org), or fax to (559) 583-7643. If you have any questions, please contact Kyla Baker at (559) 585-3624. Thank you.

**Vendor Name:** Tulare County Office of Ed.  
(Checks are written in this name. DBA if applicable.)

**Legal Name:** \_\_\_\_\_  
(Applicable for DBA's. Name matching to the tax payer ID.)

**Contact Name:** Tim A. HIRE

**Address:** 6200 S. MOONEY BLVD.

**Telephone:** (559) 733-6200 **Fax:** \_\_\_\_\_

**E-Mail Address:** TIM.HIRE@TCOE.ORG

### Please answer the following questions:

1. Do you provide medical or legal services?  
☐ **Yes:** Complete Instruction A.  
☒ **No:** Continue questionnaire.
2. Are you incorporated?  
☐ **Yes:** Complete Instruction B.  
☒ **No:** Continue questionnaire.
3. Your primary business provides:  
☒ **Services:** Can provide all or some services – complete Instruction A.  
☐ **Merchandise only:** Provides supplies, equipment and no services – complete Instruction B.
4. Are you or have you ever been a member of the STRS retirement system?  
☐ **Yes** ☒ **No**
5. Are you or have you ever been a member of the PERS retirement system?  
☐ **Yes** ☒ **No**

**Instruction A:** You must complete the W-9 form. Certify this Information Request Form, and return both of the forms to Accounts Payable.

**Instruction B:** Certify this Information Request Form only and return it to Accounts Payable.

**Certification:** Name: Tim A. Hire Title: SUPERINTENDENT  
 Signature: [Signature] Date: 5/30/24

**Superintendent** – Joy C. Gabler

**Governing Board** - Robert A. Garcia, Jeff Garner, Lupe Hernandez, Timothy L. Revious, Greg Strickland

Hanford Elementary School District  
HUMAN RESOURCES DEPARTMENT

**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Jaime Martinez

DATE: June 3, 2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet  
  
☐ Information  
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 12, 2024**

**ITEM:** Hear public comments and consider approval of negotiated amendments to the 2022-2025 Collective Bargaining Agreement with the Hanford Elementary Teachers Association (HETA).

**PURPOSE:** To comply with the requirement of Government Code Section 3547 for hearing of public comments prior to approval of amendments to HETA's 2022-2025 Collective Bargaining Agreement and authorize implementation of the Tentative Agreements. HETA ratified the Tentative Agreement on June 5, 2024.

**FISCAL IMPACT:** The costs of the negotiated contract amendments and funding sources are attached.

**RECOMMENDATION:** Hear public comments and approve amendments.



## ARTICLE 11: SCHOOL CALENDARS AND WORK YEAR

### A. Traditional School Calendar

1. Returning teachers shall be required to report back to school no more than five (5) working days (this includes up to three (3) P.D. days) before students arrive for the beginning of the new school year. Teachers shall be required to participate in up to three (3) P.D. Days, one (1) day of management-directed staff training and one day for teacher instructional preparation. If it is necessary for the teacher to leave the school site for that preparation, the teacher shall notify the school site principal or school operations officer.
2. New teachers may be required to report to work no more than five (5) days in advance of returning teachers to participate in management-directed inservice training. They shall be compensated at the K-6 substitute teacher rate of pay based on ½ day or full day of work. In the event a teacher is hired after the school year has commenced, the principal shall be responsible for orientation prior to the teacher being placed in a classroom, except in cases of emergency.
3. The work year for Unit Members shall contain the following elements:

180 student days

1 teacher/Nurse work day before students arrive

1 management-directed activity day before students arrive

\*2 Parent/Teacher conference days within the school year

  3   Professional Development days

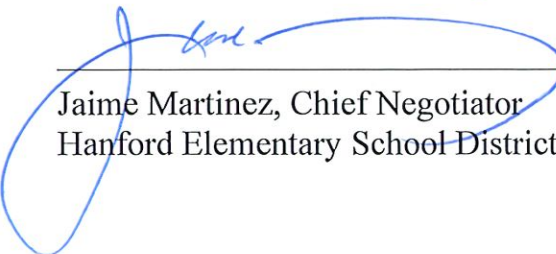
187 DAYS TOTAL

\* With regards to the work year for school nurses, nurses shall return to work two days prior to the teacher work year and will not work on parent/teacher conference days.

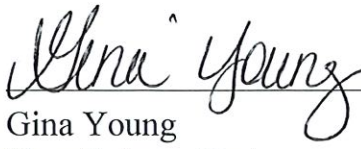
4. A minimum student attendance day shall be scheduled on the last day of school. A minimum day shall be scheduled on the work day preceding the Memorial Day holiday, Winter recess, and Spring recess.
  - a. Inservices, staff meetings and other such District-initiated activities shall not be scheduled on the minimum days described above. This does not apply to check out duties on the last day of school.
  - b. The beginning and ending times for instruction on minimum days shall be determined by the Administration in accordance with student transportation schedules.
5. Student minimum days shall be scheduled for collaboration, P.D., employee recognition, additional parent conferences, and student assessment.
6. In the event an emergency necessitates the canceling of any student days at a school site or district-wide, only the number of days and minutes needed to comply with applicable State Education Code requirements shall be rescheduled.
7. Inservices, staff meetings, and other school site and/or District initiated activities shall not be scheduled on the student attendance day immediately preceding a scheduled holiday.

FOR THE DISTRICT:

FOR HETA:

  
\_\_\_\_\_  
Jaime Martinez, Chief Negotiator  
Hanford Elementary School District

5/23/24  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Gina Young  
Negotiations Chair

5/23/24  
\_\_\_\_\_  
Date

Tentative Agreement 2024-2025  
May 23, 2024

## **ARTICLE 18: EMPLOYEE GROUP HEALTH AND WELFARE INSURANCE BENEFITS**

### **A. Full-time Employees**

For each member of the bargaining unit who is a full-time employee, the District shall provide the following health and welfare benefits to the unit member and his/her eligible dependents; effective the first of the month following the first day in paid status or eligibility subject to timely submission of enrollment forms:

#### **1. Medical Insurance:**

Prudent Buyer Hospital/Prudent Buyer Professional Services medical insurance, Plan 80-G \$30.00, administered by Self-Insured Schools of California (SISC) under a Joint Powers Agreement (JPA). The benefits of the Plan shall be in accordance with the Plan description presented by SISC to the Association and any future amendments thereto approved by the JPA.

a. The SISC medical insurance program shall include chiropractic services, a behavioral health program, and prescription drug benefits under a SISC pharmacy and mail order program.

b. Disputed claims which have not been resolved by the normal claims administration process shall be directed to the SISC Claims Administrator according to the appeal process identified in the SISC Medical Plan Document.

#### **2. Dental Insurance**

An incentive 70, 80, 90, 100 percent dental insurance program.

3. **Vision Insurance**

A vision insurance plan substantially equal to the plan in effect on June 30, 1995.

4. **Life Insurance**

- a. A level term life insurance plan paying on the death of a bargaining unit member under age 65, from any cause authorized by the plan provider, the amount of fifty thousand dollars (\$50,000) to the beneficiary named by the unit member. Bargaining unit members over age 65 shall be eligible for a reduced benefit amount as set forth in the policy established by the insurance company. Benefits terminate upon retirement or upon termination of active employment (under age 65). However, early retirees may continue life insurance benefits at their own expense if they meet eligibility criteria of an employee retiring as stated under section E.1.b.
- b. During unpaid leave for any reason, life insurance will be discontinued (per the insurance company) unless a waiver of premium is requested by the employee and approved by the insurance company or the unpaid leave qualifies under a protected status.

5. Effective October 1, ~~2023~~ 2024 and continuing through September 30, ~~2024~~ 2025 and thereafter, the maximum monthly District contribution toward the total premium costs for these benefits set forth above shall be ~~\$1411.41~~ \$1463.41 per month per employee or a maximum annual District contribution of ~~\$16936.92~~ \$17,560.92 for ~~2023-2024~~ 2024-2025 and thereafter, unless otherwise negotiated by the parties.



6. Monthly payroll deductions beginning October 1, ~~2023~~ 2024 for the difference between the maximum District contribution and the actual cost established for bargaining unit members' total health benefit costs shall commence with the pay warrant for the first month for which costs exceed the maximum District contribution defined in subsection 5. above.
7. During the term of this contract either party reserves the right to initiate and review possible changes in health benefits, cost containment, and/or retiree participation provisions. Any changes in Plan benefits shall be mutually agreed upon.
8. Changes in carriers are at the discretion of the District so long as the benefits provided by the new carrier are substantially equal to, or better than, the benefits provided by the previous carrier.
9. Spouses, domestic partners and dependents of District employees who have health plan benefits through their employer shall use such benefits as primary coverage.
10. The following provisions shall regulate health benefit coverage:
  - a. A year's full-time service by the unit member shall entitle him/her to twelve (12) months of medical, dental, and vision insurance coverage.  
This does not apply to retiring teachers who will move to the retiree group the first of the month following their last work-day.
  - b. A regular full-time teacher hired after the beginning of the school year who provides less than a full year, but at least four (4) months or more

of service during the instructional year, shall receive medical, dental, and vision benefit coverage through August 31 of that year. Life insurance ends on the last day of the month worked.

- c. For teachers whose employment is terminated prior to the fulfillment of their contract, the District contribution to insurance coverage shall be terminated on the first of the month following termination of employment. Life insurance ends on the last day of the month worked.

## **B. Part-time Employees**

District support of those teachers who work less than full-time, shall be as follows:

1. Teachers who work at least half-time, but less than full-time, shall receive the proportionate amount of maximum District contributions extended to full-time teachers; and
2. Teachers who are contracted to work less than half-time shall receive no District support for insurance coverage.
3. Part-time teachers eligible for pro rata benefits shall have the following options in regard to insurance coverage:
  - a. Apply the District contribution to any one, several, or all of the available health plan(s), and authorize payroll deductions to make up the difference in cost, if any, for full coverage under the plan(s) selected. Life insurance must be maintained when participating in any of the available health plan options.
  - b. Decline any segment of the program and not be covered by that part of the insurance program.

- c. District contributions may be applied toward available District group medical health insurance plans only.

**C. Health Insurance During Leaves of Absence**

1. Paid Leave of Absence - Disability - The District shall pay the regular or pro-rated share of District contributions for the teacher's insurance coverage as described in this article throughout paid leaves due to illness, pregnancy, or disability.
2. Unpaid Family Care Leave - The District shall maintain the regular or prorated share of District contributions for the teacher's group medical, dental and vision insurance coverage provided that coverage was in place before he/she took the leave, for up to twelve (12) weeks of Family Care Leave per year. If the employee fails to return to district employment after the expiration of the leave, for any reason other than the continuation, recurrence, or onset of a serious health condition, other circumstances beyond his/her control, or returns to work and fails to either work for 30 days or retires, the employee shall reimburse the district for premiums paid during the family care and medical leave. (20 USC 2614; Government Code 12954.2; 29 CFR 800.213). For Family Care Leave exceeding twelve (12) weeks in any twelve-month period, the teacher may elect continuation of group insurance(s) at his/her own expense as described in subsection 3. below.
3. Unpaid Leave of Absence - During District-approved unpaid leave, except as provided for Family Care Leave, the District will make no contributions to the cost of insurance plans. It shall be the teacher's responsibility to make the required monthly premium payments toward his/her medical, dental, vision

insurance coverage to the District when due if s/he elects to maintain insurance coverage during the leave.

**D. Continuity of Benefits**

Except as otherwise provided or limited in this Article, the health and life insurance benefits provided in this Article and the District's contribution thereto shall remain in effect during the term of this Agreement and/or until a successor Agreement is effected, except that the District shall not be bound to pay the premiums for any individual engaged in any strike.

**E. Retiree Health Plan Benefits**

**1. District-Paid Group Insurance**

- a. The District will contribute to the total premium cost for group medical and dental insurances maintained by the District the same amount for any retiree and his/her eligible dependents, as it contributes for active employees, until such time as the retiree reaches age sixty-five (65), provided said retiree meets the eligibility requirements as specified below.
- b. Eligibility
  - (1) The retiree must have served in the District during the last five (5) years prior to retirement and must have served a total of at least thirteen (13) years in the District.
  - (2) Such continued coverage is available only for retirees who maintained coverage as an active employee and sign up for



continued coverage immediately after the end of their employment without a break in coverage.

- (3) The retiree shall have reached age fifty-five (55). (Note: Board-approved paid leave shall count as service to the District for purposes of eligibility for this benefit.)
  - (4) The retiree's dependents must enroll in Medicare Part "A" (Hospital Insurance) when eligible for such enrollment without cost to the retiree and/or his/her dependents.
  - (5) The retiree's dependents must enroll in Medicare Part "B" (Medical Insurance) upon attainment of age sixty-five (65).
- c. At such time as the benefits under this Article expire, the retiree may elect to continue these benefits at his/her own cost as provided in Section 2 below.

## 2. **Retiree-Paid Group Insurance**

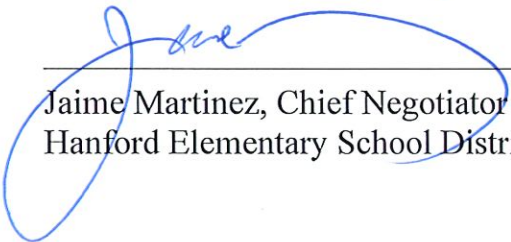
Teachers retiring after their fifty-fifth (55<sup>th</sup>) birthday or retiring under STRS disability or who do not meet the service requirements shall have the option at the time of their retirement to continue membership in District's medical and dental group insurance plans at the retiree's expense.

- a. Payments for benefit coverage shall be made on a monthly basis by the insured prior to the premium due date.
- b. Failure to make said timely premium payment may result in cancellation of group insurance.

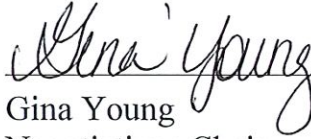
- c. In order to continue such coverage beyond the insured's sixty-fifth (65<sup>th</sup>) birthday, the retiree and/or dependents shall be required to enroll in Medicare Part A. In any case, the retiree and/or dependents shall be required to enroll in Medicare Part B by payment of the required premiums.
- d. The District agrees to inform potential retirees of the cost, payment procedures, payment changes, and premium due dates at the time of their retirement.

FOR THE DISTRICT:

FOR HETA:

  
\_\_\_\_\_  
Jaime Martinez, Chief Negotiator  
Hanford Elementary School District

5/23/24  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Gina Young  
Negotiations Chair

5/23/24  
\_\_\_\_\_  
Date

Tentative Agreement 2024-2025  
May 23, 2024

## ARTICLE 20: SALARY

### A. Salary Schedules

1. Teacher Salary Schedules and the Nurse Salary Schedule in effect for ~~2022-2023~~ 2023-2024 shall ~~be increased by ten percent (10%)~~ remain status quo effective July 1, ~~2023~~ 2024 (see Appendices A in this Agreement).
2. Teachers shall be compensated in accordance with the Credentialed Teacher Salary Schedule or Non-Credentialed Teacher and Intern Salary Schedule “B”, as appropriate.
3. Nurses shall be compensated in accordance with the Nurse Salary Schedule “C”, as appropriate.

### B. Initial Salary Schedule Placement for Teachers

The following factors shall be considered for initial placement on the Teacher Salary Schedule:

1. Effective with the 2003-2004 school year, year-for-year teaching experience shall be granted for placement on the salary schedule.
  - a. One (1) year of teaching credit shall be given for each year in which teaching service was rendered for seventy-five percent (75%) or more of the teaching year.
  - b. One (1) year of teaching credit shall be given for every two (2) years of teaching service rendered on a half-time contract (i.e., two (2) certificated employees sharing one (1) job) or ½ time teacher.

2. Unit computation shall be weighed on a semester-unit basis. Quarter (1/4) units are converted to semester units by multiplying the quarter (1/4) units by two-thirds (2/3).
3. Placement on the appropriate Salary Schedule and Column shall be in accordance with the educational and credential requirements identified on the Salary Schedules.
4. Tenured teachers returning to the District after resigning shall be subject to California Education Code, Sections 44848.
5. For purposes of initial salary schedule placement, teaching experience shall be verified by the District. Initial salary schedule placement shall be based on official transcripts of all college credits received and verified by the District on or before August 12, or on the date of employment if after August 12.
6. The initial offer of employment shall be based on verified units which have been received by the District on the date of the offer of employment.
7. A teacher employed by the District at the time s/he enters military service will be given credit for each year of service experience upon resumption of his/her employment by the District.
8. For initial placement purposes, only upper division and/or graduate units earned **after** receipt of a Bachelor's Degree shall be used, except that such units earned during the semester immediately preceding the receipt of the Bachelor's Degree for which post baccalaureate credit was given by the awarding institution shall also be applied. Post baccalaureate credit must be noted on the transcript.



**C. Salary Schedule Advancement for Teachers**

1. Advancement from Column to Column is based upon increments of fifteen (15) semester units which were graded "pass" or "C" or better and possession of the required credential.
  - a. Units to be used after initial placement for column to column advancement on the Salary Schedule shall be upper division and/or graduate units.  
  
Lower division courses shall be counted towards column advancement if said courses are taken at the request of the District or if required for Board authorization to teach particular subjects in accordance with California Education Code provisions.
  - b. For column advancement on the Credentialed and/or the Non-Credentialed Teacher Salary Schedules, teachers shall submit official transcripts, report cards, or other means of verification deemed appropriate by the District, by no later than August 12<sup>th</sup> of each year.
2. Non-credentialed teachers shall be eligible for placement on the Credentialed Teacher Salary Schedule in accordance with the following schedule:
  - a. Effective the first contracted day of the school year, if the District receives verification of the teacher's preliminary credential on or before September 12 of that year; or
  - b. Effective February 1 if the District receives verification of the teacher's preliminary credential on or before February 10.

3. A one-step advancement on the Teacher Salary Schedule shall be granted for each school year in the District if the teacher is in paid status for the equivalent of seventy-five percent (75%) of full-time service of an established work year.
4. One (1) year of teaching credit shall be given for every two (2) years of teaching service rendered on a half-time contract in this District (i.e., two (2) certificated employees sharing one (1) job) or teacher working ½ contract.
5. No advancement will be made for less than 50% of a full contract worked.

#### **D. Teaching Stipends**

1. The following teachers shall, in addition to their basic annual salary, be paid an annual responsibility stipend, for assignments as follows:
 

a.	Resource Specialist Program Teacher	\$2,000.00
b.	Special Day Class Teacher	\$2,500.00
c.	Jefferson Charter Academy Spanish Bilingual Teacher with BCLAD certification in Spanish	\$2,000.00
d.	Jefferson Charter Academy Spanish Bilingual Teacher with CTC BCLAD waiver or emergency permit	\$1,200.00
e.	Combination Class Teacher	\$1,500.00
f.	Split Assignment (two or more schools) (does not include band teachers)	\$ 825.00
g.	Community Day School Teacher	\$3,500.00
h.	Instructional/Induction Coach	\$4,000.00
i.	Master's Degree	\$1,200.00
j.	Doctorate Degree	\$1,014.00

Payment of these stipends shall be incorporated into the teacher's regular monthly salary payments, on a pro-rata basis.

**E. Initial Salary Schedule Placement and Advancement for Nurses**

1. Nurses new to the District shall normally be placed on Step 1 of Schedule "C".  
Initial placement of school nurses up to Step 3 of Schedule "C" may be considered to factor in for prior School Nursing experience and/or to ensure salary advancement.
2. Nurses who worked at least 75% of the student days during an established work year shall advance each year to the next step.
3. Nurses are paid based on Salary Schedule "C" and therefore not eligible for longevity steps as available on the Credentialed Teacher Salary Schedule.

**F. MISCELLANEOUS PROVISIONS**

1. Any certificated employee who accepts the extension of his/her work year beyond the regular work year, as otherwise established herein, shall be paid at his/her regular per diem rate, if said extended period immediately precedes or follows the regular work year. Any teacher who agrees to provide service(s) to the District at times that do not immediately precede or follow the regular work year shall be paid at rates to be established by the District.
2. Daily Rate of Pay means the teacher's annual salary divided by the number of days in the established work year, except as otherwise provided for in this Agreement.
3. Hourly Rate of Pay means the Daily Rate of Pay divided by eight (8), except as otherwise provided in this Agreement.

4. The Average Hourly Rate of Pay for all bargaining unit members will be calculated by increasing the existing rate by the cost of living adjustment agreed to by the bargaining unit for that year. If there is no cost of living adjustment for a designated school year, the Average Hourly Rate of Pay will remain unchanged.
5. The sharing of teaching contracts shall not result in additional or unreasonable burden to the district. Teachers on a shared contract shall be paid the per diem rate that equals fifty percent (50%) of their annual salary rate divided by fifty percent (50%) of the number of work days for full time teachers for each work day in the shared contract period.
6. Certificated unit members assigned to more than one school site during an instructional day shall be entitled to mileage in accordance with Board Policy.

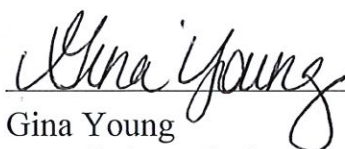
FOR THE DISTRICT:

FOR HETA:

  
 \_\_\_\_\_  
 Jaime Martinez, Chief Negotiator  
 Hanford Elementary School District

Date

5/23/24

  
 \_\_\_\_\_  
 Gina Young  
 Negotiations Chair

Date

5/23/24



**Tentative Agreement  
Between The  
Hanford Elementary School District  
And The  
Hanford Elementary Teachers Association**

The following is a Tentative Agreement between the Hanford Elementary School District ("District") and the Hanford Elementary Teachers Association ("HETA" or "Association") regarding the parties 2024-2025 reopener negotiations.

**ARTICLE 11: SCHOOL CALENDAR AND WORK YEAR**

Status Quo

**ARTICLE 18: EMPLOYEE GROUP HEALTH AND WELFARE INSURANCE BENEFITS**

**REVISE Article 18, Section A, Full-Time Employees as follows:**

5. Effective October 1, ~~2023~~ 2024 and continuing through September 30, ~~2024~~ 2025 and thereafter, the maximum monthly District contribution toward the total premium cost for these benefits set forth above shall be ~~\$1411.41~~ \$1463.41 per month per employee or a maximum annual District contribution of ~~\$16936.92~~ \$17560.92 for ~~2023-2024~~ 2024-2025 and thereafter, unless otherwise negotiated by the parties.
6. Monthly payroll deductions beginning October 1, ~~2023~~ 2024 for the difference between the maximum District contribution and the actual cost established for bargaining unit members' total health benefit costs shall commence with the pay warrant for the first month for which costs exceed the maximum District contribution defined in subsection 5. above.

Balance of Article 18 status quo.

**ARTICLE 20: SALARY**

**REVISE Article 20, Section A, Salary Schedules as follows:**

1. Teacher Salary Schedules and the Nurse Salary Schedule in effect for ~~2022-2023~~ 2023-2024 shall ~~be increased by ten percent (10%)~~ remain status quo effective July 1, ~~2023~~ 2024 (see Appendices A in this Agreement).

Balance of Article 20 status quo.

The parties further agree to the following:

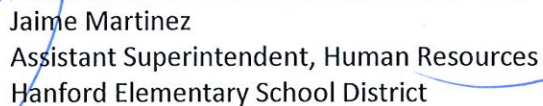
**One-Time Retention Payment**

The District shall provide a one-time, off schedule, lump sum retention payment of one-percent (1%). This payment shall be made only to returning certificated unit members, employees promoting into the certificated unit from other district positions, and those returning from an unpaid leave of absence during the 2023-24 school year. This one-time payment shall be made with the September 2024 pay warrant.


All other Articles, as well as any other terms and conditions, contained in the parties' 2022-2025 Collective Bargaining Agreement shall remain status quo.



Gina Young  
Vice President, Negotiations  
Hanford Elementary Teachers Association

  
Date

Jaime Martinez  
Assistant Superintendent, Human Resources  
Hanford Elementary School District

  
Date

**CERTIFICATION #1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF  
COLLECTIVE BARGAINING AGREEMENT**

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of the **Hanford Elementary School District**, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the **Certificated Bargaining Unit**, during the term of the agreement from **July 1, 2022 to June 30, 2025**.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

	Budget Adjustment
<u>Budget Adjustment Categories</u>	<u>Increase (Decrease)</u>
Revenues/Other Financing Sources	
Expenditures/Other Financing Uses	(\$507,615)
Ending Balance Increase (Decrease)	(\$507,615)

(No budget revisions necessary)

  
District Superintendent  
(Signature)

5/28/24  
Date

  
\_\_\_\_\_  
**Chief Business Officer**  
**(Signature)**

5/24/24

Date

**CERTIFICATION #2**

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the “Public Disclosure of Proposed Collective Bargaining Agreement” in accordance with the requirements of AB1200 and Government Code Section 3547.5.

\_\_\_\_\_  
**District Superintendent (or Designee)**  
**(Signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**David Endo**  
**Contact Person**

\_\_\_\_\_  
**559-585-3628**  
**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on **June 12, 2024**, took action to approve the proposed Agreement with the **Certificated** Bargaining Unit.

\_\_\_\_\_  
**President (or Clerk), Governing Board**  
**(Signature)**

\_\_\_\_\_  
**Date**

**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
In Accordance with AB1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

Hanford Elementary School District

Name of Bargaining Unit: Certificated

New Agreement: \_\_\_\_\_

Reopener: X

The proposed agreement is an agreement that covers the period beginning July 1, 2023 and ending June 30, 2025 and will be acted upon the Governing Board at it meeting on June 26, 2024.

**A.(1) Proposed Change in Compensation**

Compensation		Fiscal Impact of Proposed Agreement Increase (Decrease) and Percentage Change			
		Cost Prior to Proposed Agreement	Current Year 2024-2025	Year 2 2025-2026	Year 3 2026-2027
1	Base Salary	\$ 30,443,532	\$ - 0.00%	\$ - 0.00%	\$ - 0.00%
2	Other Compensation	\$ 1,412,211	\$ 304,435 21.56%	\$ - 0.00%	\$ - 0.00%
3	Total Salary - (Sum of 1 & 2)	\$ 31,855,743	\$ 304,435 0.96%	\$ - 0.00%	\$ - 0.00%
4	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare	\$ 7,205,769	\$ 68,863 0.96%	\$ - 0.00%	\$ - 0.00%
5	Health/Welfare Benefits	\$ 4,750,835	\$ 134,316 2.83%	\$ 179,088 3.77%	\$ 179,088 3.77%
6	Total Benefits - (Total Lines 4 & 5)	\$ 11,956,604	\$ 203,179 1.70%	\$ 179,088 1.50%	\$ 179,088 1.50%
7	Total Compensation (Sum of Lines 3 & 6)	\$ 43,812,347	\$ 507,615 1.16%	\$ 179,088 0.41%	\$ 179,088 0.41%

**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

- A.(2)** Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

There will be n one time off schedule lump sum retention payment of 1.00%. This payment shall be made only to returning Certificated unit members, employees promoting into the certificated unit from other district position and those returning from an unpaid leave of absence during the 2023-2024 school year. The one-time payment shall be made with the September 2024 pay warrant. The annual healthcare cap will be increase from \$16,936.92 to \$17,560.92/year effective October 1, 2024.

- B. Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.)

None.

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- C.** What are the specific impacts on instructional and support programs to accommodate the settlement? **Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.**

None.

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**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

- D. What contingency language is included in the proposed agreement?** Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

There is no contingency language.

**E. Source of Funding for Proposed Agreement**

1. Current Year

The agreement will be funded with District reserves.

2. How will the ongoing cost of the proposed agreement be funded in future years?

Ongoing cost will be funded with District reserves.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

Future years are funded with District reserves.

- 3A. For multi-year agreements, please provide a multi-year financial projection covering the term of the agreement. Include all assumptions used in the projections, growth, COLA, etc.**

**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

## G. Certification

**The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and G.C. 3547.5.**

\_\_\_\_\_  
**District Superintendent**  
**(Signature)**

\_\_\_\_\_  
**Date**

**Contact Person:** David Endo **Telephone No.:** 559-585-3628



**IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**  
In Accordance with AB3141 (Statutes of 1994, Chapter 650) (G.C. 42142)

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Hanford Elementary School District

	(Col. 1) Latest Board Approved Budget	(Col. 2) Adjustments as a Result of Settlement (from page 1)	(Col. 3) Other Revisions (provide explanation)	Notes (Col. 3)	(Col. 4) Total Impact on Budget (Col. 1+2+3)
<b>REVENUES</b>					
LCFF Sources (8010-8099)	\$ 76,673,151	\$ -	\$ -		\$ 76,673,151
Remaining Revenues (8100-8799)	\$ 25,369,405	\$ -	\$ -		\$ 25,369,405
<b>TOTAL REVENUES</b>	\$ 102,042,556	\$ -	\$ -		\$ 102,042,556
<b>EXPENDITURES</b>					
1000 Certificated Salaries	\$ 40,468,415	\$ 304,435	\$ -		\$ 40,772,850
2000 Classified Salaries	\$ 16,961,607	\$ -	\$ -		\$ 16,961,607
3000 Employees' Benefits	\$ 27,330,294	\$ 203,179	\$ -		\$ 27,533,473
4000 Books and Supplies	\$ 3,891,505	\$ -	\$ -		\$ 3,891,505
5000 Services and Operating Exps	\$ 7,399,500	\$ -	\$ -		\$ 7,399,500
6000 Capital Outlay	\$ 3,219,500	\$ -	\$ -		\$ 3,219,500
7000 Other	\$ 3,026,463	\$ -	\$ -		\$ 3,026,463
<b>TOTAL EXPENDITURES</b>	\$ 102,297,285	\$ 507,615	\$ -		\$ 102,804,899
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (254,729)	\$ (507,615)	\$ -		\$ (762,343)
OTHER SOURCES AND TRANSFERS IN	\$ -	\$ -	\$ -		\$ -
OTHER USES AND TRANSFERS OUT	\$ (294,096)	\$ -	\$ -		\$ (294,096)
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (548,825)	\$ (507,615)	\$ -		\$ (1,056,439)
BEGINNING BALANCE	\$ 50,248,289	\$ -	\$ -		\$ 50,248,289
CURRENT-YEAR ENDING BALANCE	\$ 49,699,465	\$ (507,615)	\$ -		\$ 49,191,850
COMPONENTS OF ENDING BALANCE:					
Nonspendable / Restricted	\$ 23,028,953	\$ -	\$ -		\$ 23,028,953
Reserved for Economic Uncertainties	\$ -	\$ -	\$ -		\$ -
Board Designated Amounts	\$ 18,551,470	\$ -	\$ -		\$ 18,551,470
Unappropriated Amounts	\$ 8,119,042	\$ (507,615)	\$ -		\$ 7,611,427

A. Date of governing board approval of budget revisions in Col. 1  
6/26/2024

Contact Person: David Endo

Date: 5/24/2024

## Multiyear Projection

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### Hanford Elementary School District

	24-25	25-26	%	26-27	%	Explanations
<b>REVENUES</b>						
Revenue Limit Source (8010-8099)	\$ 76,673,151	\$ 79,117,463	3.2%	\$ 81,555,018	3.1%	1
Remaining Revenues (8100-8799)	\$ 25,369,405	\$ 24,254,405	-4.4%	\$ 24,254,405	0.0%	2
<b>TOTAL REVENUES</b>	\$ 102,042,556	\$ 103,371,868	1.3%	\$ 105,809,423	2.4%	
<b>EXPENDITURES</b>						
1000 Certificated Salaries	\$ 40,772,850	\$ 41,289,415	1.3%	\$ 42,110,415	2.0%	3
2000 Classified Salaries	\$ 16,961,607	\$ 17,117,607	0.9%	\$ 17,273,607	0.9%	4
3000 Employees' Benefits	\$ 27,533,473	\$ 27,846,600	1.1%	\$ 28,159,624	1.1%	5
4000 Books and Supplies	\$ 3,891,505	\$ 3,461,505	-11.0%	\$ 5,461,505	57.8%	6
5000 Services and Operating Exps	\$ 7,399,500	\$ 7,399,500	0.0%	\$ 7,399,500	0.0%	
6000 Capital Outlay	\$ 3,219,500	\$ 2,989,500	-7.1%	\$ 2,989,500	0.0%	7
7000 Other	\$ 3,026,463	\$ 3,026,463	0.0%	\$ 3,026,463	0.0%	
<b>TOTAL EXPENDITURES</b>	\$ 102,804,899	\$ 103,130,591	0.3%	\$ 106,420,615	3.2%	
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (762,343)	\$ 241,277	-131.6%	\$ (611,192)	-353.3%	
<b>OTHER SOURCES AND TRANSFERS IN</b>	\$ -	\$ -	0.0%	\$ -	0.0%	
<b>OTHER USES AND TRANSFERS OUT</b>	\$ (294,096)	\$ (294,096)	0.0%	\$ (294,096)	0.0%	
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (1,056,439)	\$ (52,819)	-95.0%	\$ (905,288)	1613.9%	
<b>BEGINNING BALANCE</b>	\$ 50,248,289	\$ 49,191,850	-2.1%	\$ 49,139,031	-0.1%	
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 49,191,850	\$ 49,139,031	-0.1%	\$ 48,233,744	-1.8%	

Explanations:	
1	COLA 25-26 2.93% and 3.08% in 26-27 / District ADA (with SELPA ADA) projected at 5,350 in the subsequent two years and unduplicated % to remain static (funded ADA 5,350 and 5,350 respectively)
2	(\$825k) ESSER funds in 25-26 / (\$290k) Pre Kindergarten Planning in 25-26
3	\$821k Certificated step and column realized in the unrestricted multi-year projection
4	\$156k Classified step realized in the unrestricted multi-year projection
5	STRS rate project to stay at 19.1% the next two subsequent years / PERS rate projected to increase to 27.60% in 25-26 and 28.00% in 26-27
6	(\$430k) KIT supplies in 25-26 / \$2,000k textbook adoption 26-27
7	(\$230k) KIT equipment in 25-26

**KINGS COUNTY OFFICE OF EDUCATION**  
**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**GENERAL INSTRUCTIONS**

- ◆ Please submit this form to the county superintendent of schools and make available to the public for review at least five (5) working days prior to the date the governing board will take action on the proposed agreement.
- ◆ Separate documents must be completed for each bargaining unit. If more than one agreement is discussed at the same time, summarize the financial impact of all agreements on page 4 and the supplement.
- ◆ Include the *Cost Prior to proposed Agreement* and *Current Year*, as well as, *Year 2* and *Year 3* information, as applicable, for the period covered in the proposed agreement. For example, for a 2-year agreement, complete *Cost Prior to Proposed Agreement*, *Current Year*, and *Year 2*.
- ◆ Any time a contract is reopened with a financial impact, disclosure of the proposed agreement must be made.
- ◆ The manner in which the public is made aware of the proposed agreement and its availability for public inspection and review is at the discretion of the district.

**SPECIFIC INSTRUCTIONS FOR COMPLETION OF SCHEDULE A :**  
**Proposed Change in Compensation**

**A. Description of Rows**

1. ***Base Salary*** – Report only the cost of base salaries excluding statutory and health/welfare benefits.
2. ***Other Compensation*** – Report other salary components including stipends and bonuses.
3. ***Total Salary*** – Add the amounts of base salary and other compensation.
4. ***Statutory Benefits*** – Report only the cost of statutory benefits excluding salaries and health/welfare benefits.
5. ***Health/Welfare Benefits*** – Report only the cost of health/welfare benefits excluding the cost of salaries and statutory benefits.
6. ***Total Benefits*** – Total of statutory benefits and health/welfare benefits.
7. ***Total Compensation*** – Total both of salaries and benefits.

**B. Description of Columns**

1. ***Cost Prior to Proposed Agreement*** – Enter the total cost of salaries for the bargaining unit prior to the proposed agreement.

2. ***Fiscal Impact of Agreement*** - This will reflect the cost and percentage increase of the agreement.

**\$:** Enter the amount of the increase or decrease for the proposed change in the salary schedule.

**%:** Divide the amount by the *Cost Prior to the Proposed Agreement*, line 1.

**SPECIFIC INSTRUCTIONS FOR COMPLETION OF IMPACT OF PROPOSED  
AGREEMENT ON CURRENT OPERATING BUDGET:**

Education Code 42142 requires the district superintendent, within 45 days of adopting a collective bargaining agreement, to forward, to the county superintendent, any budget revisions necessary to fulfill the terms of the agreement. This report provides the information necessary to fulfill that requirement.

If the board-approved revisions are different from the proposed revisions reported in Column 2, provide an updated report upon approval of the district governing board.

Column 1-This should reflect the latest Board Approved Budget.

Column 2-Schedule A, Proposed Change in Compensation, should be the source of the changes in column 2. Lines 3, total salary, and line 6, total benefits, will be reflected in the column.

Column 3-Any other changes to the budget, such as additional revenue sources, expenditure changes can be reflected in the this column.

Column 4-This is the sum of the first three columns. This should be the source of completing the next section on the impact on reserves.

**2023-2024 2024-2025 CREDENTIALLED TEACHER SALARY SCHEDULE "A"****187 Work Days**

STEP	COLUMN			
	I	II	III	IV
	BA	BA + 45	BA + 60	BA + 75
	semester hours	semester hours	semester hours	semester hours
	+ Credential <sup>1</sup>	+ Credential <sup>1</sup>	Credential <sup>1</sup>	Credential <sup>1</sup>
1	65,393	68,009	70,729	73,558
2	68,009	70,729	73,558	76,500
3	70,729	73,558	76,500	79,560
4	73,558	76,500	79,560	82,743
5	76,500	79,560	82,743	86,052
6	79,560	82,743	86,052	89,495
7	82,743	86,052	89,495	93,074
8	86,052	89,495	93,074	96,797
9	89,495	93,074	96,797	100,669
10		96,797	100,669	104,696
11		100,669	104,696	108,884
12			108,884	113,239
L - 15	Requires 15 years of service <sup>2</sup>		113,239	117,769
L - 20	Requires 20 years of service <sup>2</sup>		117,769	122,479
L - 25	Requires 25 years of service <sup>2</sup>		122,479	127,379
L - 30	Requires 30 years of service <sup>2</sup>		127,379	132,474
L - 35	Requires 35 years of service <sup>2</sup>		132,474	137,773

<sup>1</sup> Preliminary or Clear/Professional Clear teaching or service credential authorizing service at the elementary (K-8) level.

<sup>2</sup> "Years of service" for purpose of longevity steps means certificated service in the Hanford Elementary School District for at least 75% of the student days of each year, including paid leave days.

**INITIAL STEP PLACEMENT**

New teachers will be given step placement credit on a year-for-year basis for previous full-time teaching experience up to Step 12.

**STEP ADVANCEMENT**

A one-step advancement on the Teacher Salary Schedule shall be granted for each school year in the District if the teacher is in paid status for the equivalent of 75% of full-time service of an established work year.

One (1) year of teaching credit shall be given for every two (2) years of teaching service rendered on a half-time contract in this District (i.e., two (2) certificated employees sharing one (1) job) or teacher working 1/2 contract.

**STIPENDS**

Jefferson Academy Spanish Bilingual Teacher with BCLAD certification in Spanish	\$2,000 per year	Instructional / Induction Coach	\$4,000 per year
Jefferson Academy Spanish Bilingual Teacher with CTC BCLAD waiver or emergency permit	\$1,200 per year	Masters	\$1,200 per year
Special Day Class Teacher	\$2,500 per year	Doctorate	\$1,014 per year
Resource Specialist Program Teacher	\$2,000 per year	Combination Class	\$1,500 per year
Community Day School Teacher	\$3,500 per year	Split Assignt. 2 schools	\$ 825 per year

**AVERAGE HOURLY RATE OF PAY (Article 20) = \$63.24**

Adopted: \_\_/\_\_/\_\_

Effective: \_\_/\_\_/\_\_

HANFORD ELEMENTARY SCHOOL DISTRICT  
~~2023-2024~~ **2024-2025 Non-Credentialed Teacher and Intern**  
**Salary Schedule "B"**  
**(For Teachers Hired On or After November 1, 2000)**  
**187 Work Days**

STEP	COLUMN	
	B-1 B.A.	B-11 B.A. + 15
1	61,224	62,448
2	62,448	63,697

#### INITIAL STEP PLACEMENT

Teachers with one year of full-time teaching experience will be placed at Step 2 of the appropriate column.

#### STEP ADVANCEMENT

A one-step advancement on the Teacher Salary Schedule shall be granted for each school year in the District if the teacher is in paid status for the equivalent of 75% of full-time service of an established work year.

#### ADVANCEMENT TO CREDENTIALLED TEACHER SALARY SCHEDULE

Non-credentialed teachers shall be eligible for placement on the Credentialed Teacher Salary Schedule in accordance with the following schedule:

- (1) Effective the first contracted day of the school year, if the District receives verification of the teacher's preliminary credential on or before September 12 of that year; or
- (2) Effective February 1 if the District receives verification of the teacher's preliminary credential on or before February 10.

#### STIPENDS

Jefferson Academy Spanish Bilingual Teacher with BCLAD certification in Spanish	\$2,000 per year	Instructional / Induction Coach	\$4,000 per year
Jefferson Academy Spanish Bilingual Teacher with CTC BCLAD waiver or emergency permit	\$1,200 per year	Masters	\$1,200 per year
Special Day Class Teacher	\$2,500 per year	Doctorate	\$1,014 per year
Resource Specialist Program Teacher	\$2,000 per year	Combination Class	\$1,500 per year
Community Day School Teacher	\$3,500 per year	Split Assign. 2 schools	\$ 825 per year

**AVERAGE HOURLY RATE OF PAY (Article 20) = \$63.24**

Adopted: \_\_/\_\_/\_\_

Effective: \_\_/\_\_/\_\_


HANFORD ELEMENTARY SCHOOL DISTRICT  
**2023-2024 2024-2025 School Nurse**  
**Salary Schedule "C"**

***187 Work Days***

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
111,866	116,340	120,994	125,834	130,867

Adopted: \_\_/\_\_/\_\_  
Effective: \_\_/\_\_/\_\_

**HANFORD ELEMENTARY SCHOOL DISTRICT****AGENDA REQUEST FORM**

TO: Joy C. Gabler  
FROM: David L. Goldsmith   
DATE: May 31, 2024

For: ☒ Board Meeting  
☐ Superintendent's Cabinet

For: ☐ Information  
☒ Action

Date you wish to have your item considered: June 12, 2024

ITEM: Consider declaration of surplus technology inventory

PURPOSE: To declare as surplus older technology that has been removed from service and is either non-working or no longer meets district needs and performance requirements.

Surplus equipment to include:

- Acer TravelMate Spin B3 laptops – Qty 1500
- Apple iPad Air Gen 1 – Qty 1080
- Apple iPad Gen 4 – Qty 585

FISCAL IMPACT: None

RECOMMENDATION: Declare indicated property as surplus



HANFORD ELEMENTARY SCHOOL DISTRICT  
**Human Resources Department**  
**AGENDA REQUEST FORM**

**TO:** Joy C. Gabler

**FROM:** Jaime Martinez

**DATE:** June 3, 2024

**RE:** (X ) Board Meeting  
 ( ) Superintendent's Cabinet  
 ( ) Information  
 (X ) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 12, 2024**

**ITEM:** Consider approval of personnel transactions and related matters.

**PURPOSE:**

**a. Employment**

Certificated, effective 8/8/24

- Anel Acosta, Teacher, Probationary
- Megan Betancourt, Teacher, Probationary
- Gloria Mendivil Ramirez, Teacher, Probationary

**CLASSIFIED SHORT-TERM EMPLOYMENT – SUMMER PROGRAMS**

**Elementary Summer Program**

- Melissa Acosta, Substitute Bus Driver – 4.75 hrs., Hamilton, effective 7/15/24-7/19/24
- Abel Aguilar, Bus Driver – 4.75 hrs., Hamilton, effective 6/17/24-7/19/24
- April Allen, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Danna Bailey, Bus Driver – 4.75 hrs., Hamilton, effective 6/17/24-7/19/24
- Michelle Banuelos, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Kristin Brieno, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Rylyn Burnett, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Emily Bush, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED

- Monique Cantu, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Priscilla Cardenas, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Tania Garcia, Bus Driver – 4.75 hrs., Hamilton, effective 6/17/24-7/12/24
- Julie Gonzales, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Marissa Gonzales, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Yara Gutierrez, READY Site Lead – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Yvonne Hernandez, READY Site Lead – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Sierra Hilyard, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Savannah Juarez, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Kadence Latham, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Michael Leon, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Adrianna Luna, READY Site Lead – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Alyssa Medina, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Anadalila Mendoza Martinez, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Bianca Montoya, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Marcilina Ocampo, READY Program Tutor – 4.5 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Kristi Ochoa, Substitute READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Maricruz Pacheco Barajas, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Jannette Perez, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Addrianna Potter, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Dana Raulino, Bus Driver – 3.25 hrs., West Hill Community College, effective 6/17/24-6/27/24
- Stephen Reyes, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Alicia Sanchez, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED

- Veronica Sanchez, Bus Driver – 3.25 hrs., West Hills Community College, effective 6/17/24-6/27/24
- Sandra Solorio, Licensed Vocational Nurse – 8.0 hrs., Hamilton, effective 6/14/24-6/28/24 REVISED
- Viviana Solorio, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Elizabeth Steen, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Maddison Tomey, READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Ashley Torres, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Alijah Turner, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Selina Valles, Substitute READY Program Tutor – 8.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Brenn Vallin, Substitute READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Jasmine Vidal, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED
- Mia Welsh, READY Program Tutor – 5.0 hrs., Hamilton, effective 6/12/24-7/19/24 REVISED

#### **Extended School Year Program**

- Alisa Hout, Special Education Aide – 5.0 hrs. Hamilton, effective 6/17/24-7/12/24
- Karina Mendez Solorio, Bus Driver – 3.5 hrs., Hamilton, effective 6/17/24-7/12/24
- Roxana Vasquez, Special Circumstance Aide – 5.0 hrs., Hamilton, effective 6/17/24-7/12/24

#### **Seamless Summer Meal Program at Lincoln, Monroe, Hamilton and Food Services**

- Carrie Canada, Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/5/24
- Lucila Cervantes, Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/5/24
- Veronica Grever, Substitute Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/5/24
- Ruby Hernandez, Food Service Worker I - 2.5 hrs., Monroe, effective 6/12/24-7/12/24
- Audra Jaurigui, Substitute Food Service Worker I – 2.5 hrs., Lincoln, effective 6/12/24-7/26/24
- Citlali Jimenez Garcia, Substitute Food Service Worker I – 4.25 hrs., Hamilton, effective 7/8/24-7/19/24 and Food Service Worker I – 2.5 hrs., Monroe, effective 7/22/24-7/26/24

- Veronica Leach, Food Service Worker I – 2.5 hrs., Monroe, effective 6/12/24-7/26/24
- Norma Navarrete Navarro, Food Service Worker I – 4.25 hrs., Hamilton, effective 6/17/24-7/05/24
- Wendi Santimore, Substitute Food Service Worker I and Cook/Baker – 5.25 hrs., Food Services and Lincoln, effective 6/12/24-7/26/24
- Rosa Temores, Substitute Food Service Worker I – 4.25 hrs., Hamilton, effective 7/08/24-7/19/24

#### Change in Work Year

- Erika Castorena, from 11-month Child Welfare/Attendance Specialist – 8.0 hrs., District Office, to 12-month Child Welfare/Attendance Specialist – 8.0 hrs., District Office, effective 7/1/24

### **b. Promotions**

#### Certificated Management

- Kelly Bekedam, from Learning Director – 8.0 hrs., King, to Principal – 8.0 hrs., King, effective 7/29/24
- Cruz Sanchez-Leal, from Principal – 8.0 hrs., King, to Director of Special Education – 8.0 hrs., Special Services, effective 7/1/24

#### Classified

- Susan Tavares, from Lead Custodian – 8.0 hrs., Hamilton, to Head Custodian – 8.0 hrs., Kennedy, effective 5/31/24

### **c. Resignations**

#### Certificated Management

- Leslie Marain, Program Specialist, Special Services, effective 6/28/24

#### Classified

- Ashley Acle, Food Service Worker II – 2.5 hrs., Wilson, effective 05/24/24
- Sabine Appleby, Special Education Aide – 5.0 hrs., Hamilton, effective 06/07/24
- Dulce Ambrocio, Substitute Yard Supervisor, effective 03/15/24
- Melissa Escobar, Educational Tutor, K-8 – 4.5 hrs., Kennedy, effective 06/07/24
- Korin Lopez, Food Service Worker I – 3.0 hrs., Lincoln, effective 06/07/24
- Martha Medina Morales, Yard Supervisor – 3.5 hrs., Monroe, effective 05/24/24
- Adilene Ochoa, Yard Supervisor – 3.5 hrs., Lincoln, effective 04/04/24
- Teresa Puente, Substitute Yard Supervisor, effective 05/08/24
- Samantha Ramirez, Substitute READY Program Tutor, effective 03/11/24
- Katie Reid-Eckert, Paraprofessional (TK/K) – 7.0 hrs., King, effective 06/07/24

- Jasmine Reyes Hernandez, Special Circumstance Aide – 5.75 hrs., Lincoln, effective 5/31/24
- Gina Rosaroso, Substitute Yard Supervisor, effective 03/08/24

**d. Salary/Wage Schedules for 2024-2025**

- Classified Salary Schedule (Interim)
- Classified, Substitute/Temporary Wage Schedule (Interim)
- Non-Represented Part-Time Employee Wage Schedule (Interim)
- Management/Professional Specialist/Confidential Salary Schedule (Interim)

**e. Ratify Assistant Superintendents/CBO Employment Contracts for 2024-2025**

- David Endo, Chief Business Official, Fiscal Services
- Jaime Martinez, Assistant Superintendent, Human Resources
- Jill Rubalcava, Assistant Superintendent, Curriculum, Instruction and Professional Development
- Jason Strickland, Assistant Superintendent, Student Services

**f. Job Descriptions**

- Supervisor: Transportation Supervisor (title change and revised)

**g. Consider approval of a Practicum Student Agreement with National University**

Authorize agreement to enter into an Unpaid Student Teaching and Practicum Agreement between Hanford Elementary School District and National University to be effective on 6/12/24 through 6/12/2027 (3-year maximum).

**h. Volunteers**

**Name**

Iris Caravantes  
Robert Davila  
Michelle Bell

**School**

Jefferson  
Jefferson  
Simas

**RECOMMENDATION:** Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT  
**2023-2024 2024-2025 CLASSIFIED SALARY SCHEDULE (Interim)**

Range	Position		Step 1	Step 2	Step 3	Step 4	Step 5
1		*per Month per Hour	2,866 16.53	3,009 17.36	3,160 18.23	3,318 19.14	3,484 20.10
2		per Month per Hour	3,009 17.36	3,160 18.23	3,318 19.14	3,484 20.10	3,658 21.10
3	Clerk Trainee	per Month per Hour	3,160 18.23	3,318 19.14	3,484 20.10	3,658 21.10	3,841 22.16
4		per Month per Hour	3,318 19.14	3,484 20.10	3,658 21.10	3,841 22.16	4,033 23.27
5	Clerk Typist I Food Service Worker I Instructional Aide	per Month per Hour	3,484 20.10	3,658 21.10	3,841 22.16	4,033 23.27	4,234 24.43
6	Bilingual Aide Bilingual Clerk Typist I Food Service Worker II Alternative Education Program Aide READY Program Tutor	per Month per Hour	3,658 21.10	3,841 22.16	4,033 23.27	4,234 24.43	4,446 25.65
7	Account Clerk I Custodian I Educational Tutor, K-8 Groundskeeper I Paraprofessional (TK/K) Signing Aide Special Circumstances Aide Special Education Aide Substitute Telephone Clerk	per Month per Hour	3,841 22.16	4,033 23.27	4,234 24.43	4,446 25.65	4,668 26.93
8	Account Clerk II Clerk Typist II Cook/Baker Food Service Utility Worker Library/Media Technician	per Month per Hour	4,033 23.27	4,234 24.43	4,446 25.65	4,668 26.93	4,902 28.28
9	Bilingual Clerk Typist II Bilingual Translator/Clerk Custodian II Delivery Worker Groundskeeper II Lead Food Service Worker Maintenance Worker I	per Month per Hour	4,234 24.43	4,446 25.65	4,668 26.93	4,902 28.28	5,147 29.69
10	Bus Driver Bus Driver/Service Worker Health Care Assistant Help Desk Technician Secretary READY Site Lead	per Month per Hour	4,446 25.65	4,668 26.93	4,902 28.28	5,147 29.69	5,404 31.18
11	Bilingual Health Care Assistant Dispatcher Irrigation Specialist Licensed Vocational Nurse Lead Custodian	per Month per Hour	4,668 26.93	4,902 28.28	5,147 29.69	5,404 31.18	5,674 32.74
12	Account Technician I Licensed Vocational Nurse (Bilingual) Warehouse/Reprographics & Mail Technician	per Month per Hour	4,902 28.28	5,147 29.69	5,404 31.18	5,674 32.74	5,958 34.37

Range	Position		Step 1	Step 2	Step 3	Step 4	Step 5
13	Bus Driver/Mechanic	per Month	5,147	5,404	5,674	5,958	6,256
	Head Custodian	per Hour	29.69	31.18	32.74	34.37	36.09
	Maintenance Worker II						
	Mechanic						
	Parent Liaison Specialist						
	Painter/Maintenance Worker II						
14	Teacher Resource Center Specialist						
	Administrative Secretary I	per Month	5,404	5,674	5,958	6,256	6,569
15		per Hour	31.18	32.74	34.37	36.09	37.90
	Account Technician II - Accounts Payable	per Month	5,674	5,958	6,256	6,569	6,897
	Administrative Secretary II	per Hour	32.74	34.37	36.09	37.90	39.79
	Child Welfare and Attendance Specialist						
	Computer Maintenance Technician						
16	Database Specialist I						
	Account Technician III	per Month	5,958	6,256	6,569	6,897	7,242
	Community Day School Specialist	per Hour	34.37	36.09	37.90	39.79	41.78
	DSF Work Control Technician						
	Educational Interpreter						
17	Student Specialist						
	Bilingual Student Specialist	per Month	6,256	6,569	6,897	7,242	7,604
	Bilingual Community Day School Specialist	per Hour	36.09	37.90	39.79	41.78	43.87
	Heating, Ventilation & Air Conditioning Specialist						
18	Locksmith						
	Account Technician IV	per Month	6,569	6,897	7,242	7,604	7,985
	Database Specialist II	per Hour	37.90	39.79	41.78	43.87	46.06
	Lead Mechanic (Automotive)						
	Network Engineer						
19	Systems Engineer						
		per Month	6,897	7,242	7,604	7,985	8,384
20		per Hour	39.79	41.78	43.87	46.06	48.37
		per Month	7,242	7,604	7,985	8,384	8,803
		per Hour	41.78	43.87	46.06	48.37	50.79

\*Monthly rate is based on an 8-hour per day, 12-month employee

Each range is based on meeting minimum requirements. Persons not meeting minimum requirements will stay on current range.

Translator - Employees who are assigned translation duties (verbal or written) outside their regularly assigned shift shall be paid at the current rate of pay for their regular position. Any time worked by an employee as a Translator shall not count toward benefit accrual within his/her regularly assigned position, including but not limited to health and welfare benefits, increased hours, or vacation and leave credit.

Yard Duty - Employees who assume yard supervision duties in addition to their regular position shall be paid for such extra duties at their current rate of pay for their regular position.

Longevity - Full-time Employees shall receive annual longevity pay when they complete milestone years of service as indicated below:

15 Years - \$1,125

20 Years - \$2,250

30 Years - \$3,375

Employees shall receive longevity pay on July 1 if they reached one of the above milestones on or before December 31 of the current year.

Part-time employees shall receive the appropriate pro rata share when they complete milestone years of service.

### **ADDITIONAL COMPENSATION FOR CLASSIFIED EMPLOYEES**

**Bilingual Stipend:** Employees who are required to use a second language from time to time in his/her regular assignment and who has demonstrated competency in the second language as established by the District shall receive a stipend in accordance with the following schedule. Payments will be made each month based upon work year as outlined in Article 23 Pay and Allowances of the CSEA/HESD Collective Bargaining Agreement.

#### **BILINGUAL STIPEND SCHEDULE**

8 hour employee	\$400 per year
7 hour but less than 8 hour employee	\$350 per year
6 hour but less than 7 hour employee	\$300 per year
5 hour but less than 6 hour employee	\$250 per year
4 hour but less than 5 hour employee	\$200 per year
3 hour but less than 4 hour employee	\$150 per year
2 hour but less than 3 hour employee	\$100 per year
1 hour but less than 2 hour employee	\$ 50 per year

**Out of Classification Work:** An employee who temporarily performs the essential functions of a higher classification shall be entitled to the lowest step in the higher range which exceeds the employee's rate of pay by a minimum of five percent (5%) (Article 23 Section H of the CSEA/HESD CBA Agreement)

**Professional Growth** increments will be awarded as follows:

No. of Semester		No. of Semester	
Increments	Units	Increments	Units
1 <sup>st</sup>	6	12 <sup>th</sup>	72
2 <sup>nd</sup>	12	13 <sup>th</sup>	78
3 <sup>rd</sup>	18	14 <sup>th</sup>	84
4 <sup>th</sup>	24	15 <sup>th</sup>	90
5 <sup>th</sup>	30	16 <sup>th</sup>	96
6 <sup>th</sup>	36	17 <sup>th</sup>	102
7 <sup>th</sup>	42	18 <sup>th</sup>	108
8 <sup>th</sup>	48	19 <sup>th</sup>	114
9 <sup>th</sup>	54	20 <sup>th</sup>	120
10 <sup>th</sup>	60	21 <sup>st</sup>	126
11 <sup>th</sup>	66		

Employees will be paid, in addition to their regular rate of pay, ten dollars and zero cents (\$10.00) per month per increment. (See Article 11 Professional Growth).



## **ADDITIONAL COMPENSATION FOR CLASSIFIED EMPLOYEES (cont.)**

**Split Shift Differential Compensation:** All employees whose regularly assigned shift contains one or more periods of unpaid time which exceeds ninety (90) minutes shall be paid a shift differential premium of seven (7%) above the regular rate of pay for all hours worked. (See Article 12, Section K of the CSEA/HESD Collective Bargaining Agreement).

**Night Differential:** Any employee who works a regularly District-assigned shift between the hours of 5:00 p.m. and 6:00 a.m. shall receive a seven (7%) differential for each hour worked within that time frame. (See Article 12, Section L of the CSEA/HESD Collective Bargaining Agreement).

### **Work Week:**

An employee with a regular work week other than Monday through Friday shall receive a fifteen percent (15%) shift differential for work days other than Monday through Friday. (See Article 12, Section T.3 of the CSEA/HESD Collective Bargaining Agreement).

**On-Call Bus Driver Stipend:** For a limited number of classified employees who work within the District and who serve in classifications other than Bus Driver or Bus Driver/Service Worker, but who are willing to obtain the required training and licenses to operate a school bus and serve as an on-call bus driver as needed, the District will pay a stipend of One Thousand Dollars and No Cents (\$1,000) per year to each employee. The number of On-Call Bus Drivers needed and eligibility for the stipend shall be evaluated and determined by the District at the commencement of each school year. (See Article 23, Section J of the CSEA/HESD Collective Bargaining Agreement).

### **HVAC Specialist Stipends:**

The District will pay the following stipends annually to employees in the HVAC Specialist position, provided the District has determined a continuing need:

- QAC-A Certificate - \$1,500 annually
- NATE-HVAC Certificate - \$1,200 annually

Verification of the QAC-A and NATE-HVAC Certificates must be provided to the Office of Human Resources by May 15th of each year

Adopted: \_\_/\_\_/\_\_

Effective: \_\_/\_\_/\_\_

# **HANFORD ELEMENTARY SCHOOL DISTRICT**

## **2023-2024 2024-2025 CLASSIFIED SUBSTITUTE/TEMPORARY WAGE SCHEDULE\*(Interim)**

Effective October 13, 2023

Range	Position	Hourly Rate**
1S		\$15.46
2S		\$16.23
3S	Clerk Trainee	\$17.05
4S		\$17.90
5S	Clerk Typist I Food Service Worker I Instructional Aide	\$18.79
6S	Bilingual Aide I Bilingual Clerk Typist I Food Service Worker II Alternative Education Program Aide READY Program Tutor	\$19.73
7S	Account Clerk I Custodian I Educational Tutor, K-8 Groundskeeper I Paraprofessional (TK/K) Signing Aide Special Circumstances Aide Special Education Aide Substitute Telephone Clerk	\$20.72
8S	Account Clerk II Clerk Typist II Cook/Baker Food Service Utility Worker Library/Media Technician	\$21.76
9S	Bilingual Clerk Typist II Custodian II Delivery Worker Groundskeeper II Maintenance Worker I	\$22.84
10S	Bus Driver Bus Driver/Service Worker Health Care Assistant Help Desk Technician READY Site Lead Secretary	\$23.98

Range	Position	Hourly Rate**
11S	Bilingual Health Care Assistant Dispatcher Irrigation Specialist Licensed Vocational Nurse Lead Custodian	\$25.18
12S	Account Technician I Licensed Vocational Nurse (Bilingual) Warehouse/Reprographics and Mail Technician	\$26.44
13S	Bus Driver/Mechanic Head Custodian Maintenance Worker II Mechanic Parent Liaison Specialist Painter/Maintenance Worker II Teacher Resource Center Specialist	\$27.76
14S	Administrative Secretary I	\$29.15
15S	Account Technician II - Accounts Payable Administrative Secretary II Child Welfare and Attendance Specialist Computer Maintenance Technician Database Specialist I	\$30.61
16S	Account Technician III Community Day School Specialist DSF Work Control Technician Educational Interpreter Student Specialist	\$32.14
17S	Bilingual Student Specialist Bilingual Community Day School Specialist Heating, Ventilation & Air Conditioning Specialist Locksmith	\$33.72
18S	Account Technician IV Database Specialist II Lead Mechanic (Automotive) Network Engineer Systems Engineer	\$35.44
19S		\$37.20
20S		\$39.06

\*Substitutes and temporary employees hired into the following positions will be paid from the current Classified Salary Schedule if they hold the required certifications and have appropriate experience for each pay step: Bus Driver, Lcensed Vocational Nurse, Bilingual Licensed Educational Interpreter, Computer Mainenance Technician, Database Specialist I/II, Network Engineer, Systems Engineer, Student Specialist and Bilingual Student Specialist.

\*\*93.5% of CSEA Schedule, Step 1

Adopted: \_\_/\_\_/\_\_ Effective: \_\_/\_\_/\_\_

## HANFORD ELEMENTARY SCHOOL DISTRICT

**2023-2024 2024-2025 NON-REPRESENTED PART-TIME EMPLOYEE WAGE SCHEDULE  
(Interim)**

JOB TITLE	HOURLY RATE	
Accompanist (up to 80 hours/year)	\$17.67	
Athletic Coach (Non Certificated Walk On Coach)	\$17.67	
Babysitter	\$17.67	
Choral Leader (up to 140 hours/year)	\$17.67	
Translators: Oral Interpreters	\$17.67	
Written Translators	\$23.17	
Yard Supervisors:	<u>K-6 &amp; K-8 Jefferson</u>	<u>7-8</u>
	Entry	\$18.38
	Step 2 <sup>1</sup>	\$19.11
	Step 3 <sup>1</sup>	\$19.88
	Step 4 <sup>1</sup>	\$20.67
	Step 5 <sup>1</sup>	\$21.50
	Super Max. <sup>2</sup>	\$22.36
<sup>1</sup> Annual advancement to Steps 2 through 5 requires satisfactory attendance and job performance and approval by the Superintendent or designee. <sup>2</sup> Advancement to the Super Maximum Step requires a minimum of 10 years of regular service in any capacity at the Hanford Elementary School District, satisfactory attendance and job performance, and approval by the Superintendent or designee.		
Substitutes	Lowest Rate for appropriate position	

Adopted: \_\_/\_\_/\_\_

Effective: \_\_/\_\_/\_\_

HANFORD ELEMENTARY SCHOOL DISTRICT  
2023-2024 2024-2025 SALARY SCHEDULES (Interim)

577

**MANAGEMENT**

Range	Position	**Compensated Days Per Year		Step 1	Step 2	Step 3	Step 4	Step 5
0-A	Chief Business Official (224 work + 15 hol + 22 vac)	261	annual daily	176,214 675.15	183,263 702.16	190,594 730.24	198,217 759.45	206,146 789.83
1-A	Assistant Superintendent (224 work + 15 hol + 22 vac)	261	annual daily	163,633 626.95	170,178 652.02	176,985 678.10	184,065 705.23	191,427 733.44
3-A	Director Chief Technology Officer (224 work + 15 hol + 22 vac)	261	annual daily	148,243 567.98	154,173 590.70	160,340 614.33	166,753 638.90	173,423 664.46
3-C	Director Principal (204 work + 13 hol + 20 vac)	237	annual daily	134,612 567.98	139,996 590.70	145,596 614.33	151,420 638.90	157,477 664.46
6-A	Fiscal Services Specialist Curriculum & Professional Development Specialist Program Specialist (224 work + 15 hol + 22 vac)	261	annual daily	137,658 527.43	143,165 548.52	148,891 570.47	154,847 593.28	161,041 617.02
6-C	Vice Principal Learning Director Curriculum & Professional Development Specialist (204 work + 13 hol + 20 vac)	237	annual daily	125,000 527.43	130,000 548.52	135,200 570.47	140,608 593.28	146,233 617.02
10-B	Administrative Intern (204 work + 13 hol + 20 vac)	237	annual daily	113,244 477.82	117,774 496.94	122,485 516.81	127,384 537.49	132,480 558.99
15-A	Program Manager (224 work + 15 hol + 22 vac)	261	annual daily	110,227 422.33	114,636 439.22	119,222 456.79	123,990 475.06	128,950 494.06
15-B	Program Manager (203 work + 13 hol + 20 vac)	236	annual daily	99,669 422.33	103,656 439.22	107,802 456.79	112,114 475.06	116,599 494.06
22-A	Supervisor (224 work + 15 hol + 22 vac)	261	annual daily	92,730 355.29	96,439 369.50	100,297 384.28	104,309 399.65	108,481 415.64
22-C	Supervisor (200 work + 13 hol + 19 vac)	232	annual daily	82,427 355.29	85,724 369.50	89,153 384.28	92,719 399.65	96,428 415.64
23-A	Analyst (224 work + 15 hol + 22 vac)	261	annual daily	90,468 346.62	94,087 360.49	97,851 374.91	101,765 389.90	105,835 405.50
26-C	School Operations Officer (204 work + 13 hol + 20 vac)	237	annual daily	76,284 321.87	79,335 334.75	82,509 348.14	85,809 362.06	89,242 376.55

**PROFESSIONAL SPECIALIST**

7-C	Psychologist (194 work + 13 hol + 19 vac)	226	annual daily	116,291 514.56	120,943 535.15	125,781 556.55	130,812 578.81	136,044 601.97
10-C	School Social Worker (194 work + 13 hol + 19 vac)	226	annual daily	107,988 477.82	112,308 496.94	116,800 516.81	121,472 537.49	126,331 558.99
11-C	Counselor (194 work + 13 hol + 19 vac)	226	annual daily	105,354 466.17	109,568 484.82	113,951 504.21	118,509 524.38	123,249 545.35

**CONFIDENTIAL CLASSIFIED\***

28-A	Administrative Assistant	261	annual daily	79,961 306.36	83,159 318.62	86,486 331.36	89,945 344.62	93,543 358.40
29-A	Personnel Specialist	261	annual daily	78,011 298.89	81,131 310.85	84,376 323.28	87,751 336.21	91,261 349.66
32-A	Administrative Secretary	261	annual daily	72,441 277.55	75,338 288.65	78,352 300.20	81,486 312.21	84,745 324.69
34-A	Personnel Assistant	261	annual daily	68,950 264.18	71,708 274.74	74,576 285.73	77,559 297.16	80,662 309.05

\* = The number of work days depends on vacation accrual rate.

\*\*Longevity - 15 years = \$2,000 Longevity includes all consecutive years of HESD service  
 - 20 years = \$2,000 Additional  
 - 25 years = \$2,000 Additional

\*\*If your hire date falls between July 1 and December 31, the applicable longevity stipend will begin that school year.  
 If your hire date falls between January 1 and June 30, the applicable longevity stipend will begin the following school year.

Adopted: \_\_/\_\_/\_\_  
 Effective: \_\_/\_\_/\_\_



# HANFORD ELEMENTARY SCHOOL DISTRICT

May 24, 2024

## CONTINUING OFFER OF CERTIFICATED MANAGEMENT EMPLOYMENT

Name: Jason Strickland  
 Social Security Number: xxx-xx-8670  
 Standard Work Year: July 1, 2024 – June 30, 2025  
 Position: Assistant Superintendent, Student Services  
 Site: D.O. - Student Services  
 Tenure Status: Permanent  
 Range, Step: I-A, 5  
 Stipend(s): Longevity - 20 years - \$4,000.00  
 First Payment: July 1, 2024  
 Number of Monthly Payments: 12

In accordance with **Education Code - Section 44840**, notice of your reelection is hereby given to you.

Authorizing Signature  Date May 24, 2024

I accept the terms and conditions of the offer of employment above and will report for duty as directed. I hereby certify that I have not entered a valid contract of employment with the governing board of any other school district which will in any way conflict with my employment. I possess the appropriate credential(s), permit(s) and/or certificate(s) authorizing the specific services for which I am employed. I understand that my employment is subject to maintenance of all credentials, permits and/or certificates. Failure to maintain each may be treated by the District as grounds for release or discipline.

Signature: Jason Strickland Date: 5/28/2024  
 Address: 559 West Earl Way Hanford, Ca 93230 Phone: 559-904-0881

**Note: In accordance with Education Code Section 44842(a), which is printed below, a signed copy of this Offer of Employment must be received by the Hanford Elementary School District Human Resources Department by June 30 of the current year.**

**44842. Automatic Declining of Employment:** (a) If, without good cause, a probationary or permanent employee of a school district fails prior to July 1st of any school year to notify the governing board of the district of his or her intention to remain or not to remain in the service of the district, as the case may be, during the ensuing school year if a request to give such notice, including a copy of this section, shall have been personally served upon the employee, or mailed to him or her by United States certified mail with return receipt requested to his or her last known place of address, by the clerk or secretary of the governing board of the school district, not later than the preceding May 30th, the employee may be deemed to have declined employment and his or her services as an employee of the district may be terminated on June 30th of that year.

Pursuant to Government Code Sections 53260-53264, employee contracts must include a provision limiting the maximum cash settlement the employee may receive upon termination of the contract to an amount equal to the monthly salary multiplied by the number of months left on the unexpired term of the contract. If the unexpired term is greater than 18 months, this maximum is equal to the monthly salary times 18. The cash settlement formula is a cap or ceiling on the amounts that may be paid to an employee and is not a target or example of the amount of the cash settlement to be paid to an employee in all contract termination cases. The cash settlement may not include any noncash items other than health benefits, which may be continued for the unexpired term up to 18 months or until the employee finds other employment, whichever comes first.

Pursuant to Government Code Section 53243 et seq., any cash settlement paid by the District to EMPLOYEE in connection with the termination of this agreement; and although nothing in this agreement provides for the following, should any salary be provided to the EMPLOYEE by the District in the form of paid leave pending a criminal investigation, or any District funds be paid for EMPLOYEE'S criminal defense, all such payments whether for a cash settlement, paid leave or criminal defense costs shall be fully reimbursed by EMPLOYEE to the District if EMPLOYEE is convicted of a crime involving an abuse of office or position as defined in Government Code Section 53243.4.





# HANFORD ELEMENTARY SCHOOL DISTRICT

May 24, 2024

## CONTINUING OFFER OF CERTIFICATED MANAGEMENT EMPLOYMENT

Name: Jaime Martinez  
 Social Security Number: xxx-xx-2908  
 Standard Work Year: July 1, 2024 – June 30, 2025  
 Position: Assistant Superintendent, Human Resources  
 Site: D.O. - Human Resources  
 Tenure Status: Permanent  
 Range, Step: I-A, 5  
 Stipend(s): Longevity - 20 years - \$4,000.00  
 First Payment: July 1, 2024  
 Number of Monthly Payments: 12

In accordance with **Education Code - Section 44840**, notice of your reelection is hereby given to you.

Authorizing Signature  Date May 24, 2024

I accept the terms and conditions of the offer of employment above and will report for duty as directed. I hereby certify that I have not entered a valid contract of employment with the governing board of any other school district which will in any way conflict with my employment. I possess the appropriate credential(s), permit(s) and/or certificate(s) authorizing the specific services for which I am employed. I understand that my employment is subject to maintenance of all credentials, permits and/or certificates. Failure to maintain each may be treated by the District as grounds for release or discipline.

Signature: Jaime Martinez Date: 5/24/2024  
 Address: 3287 w. Minarets Ave. Fresno 93711 Phone: 5599161563

**Note: In accordance with Education Code Section 44842(a), which is printed below, a signed copy of this Offer of Employment must be received by the Hanford Elementary School District Human Resources Department by June 30 of the current year.**

**44842. Automatic Declining of Employment:** (a) If, without good cause, a probationary or permanent employee of a school district fails prior to July 1st of any school year to notify the governing board of the district of his or her intention to remain or not to remain in the service of the district, as the case may be, during the ensuing school year if a request to give such notice, including a copy of this section, shall have been personally served upon the employee, or mailed to him or her by United States certified mail with return receipt requested to his or her last known place of address, by the clerk or secretary of the governing board of the school district, not later than the preceding May 30th, the employee may be deemed to have declined employment and his or her services as an employee of the district may be terminated on June 30th of that year.

Pursuant to Government Code Sections 53260-53264, employee contracts must include a provision limiting the maximum cash settlement the employee may receive upon termination of the contract to an amount equal to the monthly salary multiplied by the number of months left on the unexpired term of the contract. If the unexpired term is greater than 18 months, this maximum is equal to the monthly salary times 18. The cash settlement formula is a cap or ceiling on the amounts that may be paid to an employee and is not a target or example of the amount of the cash settlement to be paid to an employee in all contract termination cases. The cash settlement may not include any noncash items other than health benefits, which may be continued for the unexpired term up to 18 months or until the employee finds other employment, whichever comes first.

Pursuant to Government Code Section 53243 et seq., any cash settlement paid by the District to EMPLOYEE in connection with the termination of this agreement; and although nothing in this agreement provides for the following, should any salary be provided to the EMPLOYEE by the District in the form of paid leave pending a criminal investigation, or any District funds be paid for EMPLOYEE'S criminal defense, all such payments whether for a cash settlement, paid leave or criminal defense costs shall be fully reimbursed by EMPLOYEE to the District if EMPLOYEE is convicted of a crime involving an abuse of office or position as defined in Government Code Section 53243.4.





# HANFORD ELEMENTARY SCHOOL DISTRICT

May 24, 2024


## CONTINUING OFFER OF CERTIFICATED MANAGEMENT EMPLOYMENT

Name: Jill Rubalcava  
 Social Security Number: xxx-xx-0622  
 Standard Work Year: July 1, 2024 – June 30, 2025  
 Position: Assistant Superintendent, Curriculum and Instruction  
 Site: D.O. - Curr., Inst., and Prof Development  
 Tenure Status: Permanent  
 Range, Step: I-A, 5  
 Stipend(s): Longevity - 25 years - \$6,000.00  
 First Payment: July 1, 2024  
 Number of Monthly Payments: 12

In accordance with **Education Code - Section 44840**, notice of your reelection is hereby given to you.

Authorizing Signature  Date May 24, 2024

I accept the terms and conditions of the offer of employment above and will report for duty as directed. I hereby certify that I have not entered a valid contract of employment with the governing board of any other school district which will in any way conflict with my employment. I possess the appropriate credential(s), permit(s) and/or certificate(s) authorizing the specific services for which I am employed. I understand that my employment is subject to maintenance of all credentials, permits and/or certificates. Failure to maintain each may be treated by the District as grounds for release or discipline.

Signature:  Date: 5/24/2024  
 Address: 1790 Mulberry Dr., Hanford, CA Phone: 559-469-2522

**Note: In accordance with Education Code Section 44842(a), which is printed below, a signed copy of this Offer of Employment must be received by the Hanford Elementary School District Human Resources Department by June 30 of the current year.**

**44842. Automatic Declining of Employment:** (a) If, without good cause, a probationary or permanent employee of a school district fails prior to July 1st of any school year to notify the governing board of the district of his or her intention to remain or not to remain in the service of the district, as the case may be, during the ensuing school year if a request to give such notice, including a copy of this section, shall have been personally served upon the employee, or mailed to him or her by United States certified mail with return receipt requested to his or her last known place of address, by the clerk or secretary of the governing board of the school district, not later than the preceding May 30th, the employee may be deemed to have declined employment and his or her services as an employee of the district may be terminated on June 30th of that year.

Pursuant to Government Code Sections 53260-53264, employee contracts must include a provision limiting the maximum cash settlement the employee may receive upon termination of the contract to an amount equal to the monthly salary multiplied by the number of months left on the unexpired term of the contract. If the unexpired term is greater than 18 months, this maximum is equal to the monthly salary times 18. The cash settlement formula is a cap or ceiling on the amounts that may be paid to an employee and is not a target or example of the amount of the cash settlement to be paid to an employee in all contract termination cases. The cash settlement may not include any noncash items other than health benefits, which may be continued for the unexpired term up to 18 months or until the employee finds other employment, whichever comes first.

Pursuant to Government Code Section 53243 et seq., any cash settlement paid by the District to EMPLOYEE in connection with the termination of this agreement; and although nothing in this agreement provides for the following, should any salary be provided to the EMPLOYEE by the District in the form of paid leave pending a criminal investigation, or any District funds be paid for EMPLOYEE'S criminal defense, all such payments whether for a cash settlement, paid leave or criminal defense costs shall be fully reimbursed by EMPLOYEE to the District if EMPLOYEE is convicted of a crime involving an abuse of office or position as defined in Government Code Section 53243.4.





## HANFORD ELEMENTARY SCHOOL DISTRICT

May 29, 2024

## EMPLOYMENT AGREEMENT

**Effective date:** July 1, 2024  
**Social Security #:** xxx-xx-8486  
**Name:** Endo, David  
**Date of hire:** 09/28/15  
**Position:** Chief Business Official  
**Site:** Fiscal Services  
**District Status:** Permanent  
**Position Status:** Permanent  
**PERS:** X  
**STRS:**  
**Hours per day:** 8.0  
**Months employed:** 12  
**Standard work year:** July 1, 2024 – June 30, 2025  
**Range & Step:** Management O-A, Step 5 - \$206,146.00  
**Stipends:** 0  
**Annual Rate:** \$206,146.00  
**Daily Rate:** \$789.83  
**First Payment:** July 31, 2024  
**Holidays:** 15  
**Vacation days:** 22

Authorizing Signature

Date May 29, 2024

By signature hereon I certify that I have reviewed the information above and agree to the accuracy thereof.

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Pursuant to Government Code Sections 53260-53264, employee contracts must include a provision limiting the maximum cash settlement the employee may receive upon termination of the contract to an amount equal to the monthly salary multiplied by the number of months left on the unexpired term of the contract. If the unexpired term is greater than 18 months, this maximum is equal to the monthly salary times 18. The cash settlement formula is a cap or ceiling on the amounts that may be paid to an employee and is not a target or example of the amount of the cash settlement to be paid to an employee in all contract termination cases. The cash settlement may not include any noncash items other than health benefits, which may be continued for the unexpired term up to 18 months or until the employee finds other employment, whichever comes first.

Pursuant to Government Code Section 53243 et seq., any cash settlement paid by the District to EMPLOYEE in connection with the termination of this agreement; and although nothing in this agreement provides for the following, should any salary be provided to the EMPLOYEE by the District in the form of paid leave pending a criminal investigation, or any District funds be paid for EMPLOYEE'S criminal defense, all such payments whether for a cash settlement, paid leave or criminal defense costs shall be fully reimbursed by EMPLOYEE to the District if EMPLOYEE is convicted of a crime involving an abuse of office or position as defined in Government Code Section 53243.4.

HANFORD ELEMENTARY SCHOOL DISTRICT  
Job Description

**PROGRAM MANAGER SUPERVISOR:**

**TRANSPORTATION SERVICES**

**DEFINITION**

Under general supervision of the Director of Facilities and Operations, this position is responsible to plan, organize and direct the activities of the District-wide pupil transportation services. Incumbent is responsible for behind the wheel, classroom and in-service training of District school bus drivers. Coordinates programs of preventative and corrective maintenance of all District vehicles and grounds equipment.

**DISTINGUISHING CHARACTERISTICS**

The ~~Program Manager~~ Supervisor of Transportation Services is the first level Manager of the District's pupil transportation system.

**SUPERVISION RECEIVED AND EXERCISED**

The incumbent receives general supervision from the Director of Facilities and Operations.

Exercises direct supervision over the District's bus drivers and the District's vehicle mechanics.

**ESSENTIAL FUNCTIONS**

Duties may include but are not limited to the following:

- Coordinates and directs the District's student transportation program within the guidelines of federal, state, and District-level requirements.
- Maintains liaison between administration and law enforcement officials regarding District's pupil transportation system.
- Maintains schedules of bus routes and stops. Approves, coordinates and directs scheduling of all District extra-curricular vehicle field trips.
- Selects, requisitions and purchases parts and supplies for buses, vehicles and grounds equipment.

- **ESSENTIAL FUNCTIONS (Cont.)**

- Prepares and monitors departmental budget.
- Requests and participates in selection process for transportation openings.
- Operates, maintains and repairs school buses, vehicles and grounds equipment when necessary.
- Provides direction and supervision for Transportation employees.
- Interprets to parents and students the District's Policies and Administrative Regulations relating to pupil transportation.
- Coordinates pupil discipline procedures with principals.
- Maintains required records and makes reports as required.
- Conducts surveys of traffic conditions and pupil loads.
- Plans and schedules vehicle and grounds equipment maintenance programs.
- Responsible for all facets of school bus driver training, including classroom portion of "School Bus Evacuation Program," and record keeping in accordance with State requirements.
- Maintains safety program as per District guidelines.
- Develops vehicle specifications for school buses and other District vehicles and equipment and coordinates the selection and purchase of school buses and other District vehicles.
- Maintains current standards with County and State for underground storage of hazardous materials.
- Conducts investigation and completes reports on all District vehicle accidents.
- Performs other related duties as assigned.

## **NECESSARY EMPLOYMENT STANDARDS**

Basic Knowledge of:

All phases of school bus transportation systems.

Repair and maintenance of school buses, other automotive vehicles and grounds equipment.

Basic Knowledge of: (cont.)

Scheduling and routing of school buses.

Laws governing school bus operations as specified by the California Department of Education and California State Vehicle Code.

Basic first aid procedures and methods.

Ability to:

Operate, repair and maintain school buses and other automotive vehicles; oversee repairs and maintenance of grounds equipment.

Plan, prioritize, assign, supervise and evaluate the work of assigned personnel.

Communicate both verbally and in writing.

Establish and maintain effective working relationships with subordinates, school officials and the public.

Organize work and establish priorities.

**EDUCATION AND EXPERIENCE**

Any combination of education and experience that could likely provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the knowledge, skills, and abilities would be to:

Education: Equivalent to completion of twelfth grade. Specialized training in transportation management and personnel supervision is desirable.

**Experience:** Five years of transportation experience with two years of supervisory experience in fleet operations, preferably in pupil transportation.

**Licenses/Certificate:**

California Commercial Driver License, Class A or B with a (P)  
Passenger Endorsement  
California Special Driver Certificate (School Bus)  
Current Medical Examiner's Certificate  
Current first aid certification  
Completion of (or in demonstrated process) of the School Bus  
Driver Instructors Program

## **WORKING CONDITIONS**

**Environment:** Indoor, outdoor and shop environment; subject to regular exposure to fumes, dust, and odors, and noise from equipment operation.

**Physical Abilities:** Sitting or standing for extended periods of time; moving on a variety of indoor and outdoor surfaces, including rough, wet, uneven terrain; driving a motor vehicle. Seeing, hearing, and speaking to communicate effectively orally and in writing. Dexterity of hands and fingers to operate a variety of specialized tools and equipment; bending at the waist; kneeling or crouching; turning/twisting; crawling under vehicles; carrying, pushing or pulling tool boxes; lifting heavy objects weighing up to 65 pounds; and perform heavy physical labor; and driving passenger vehicles and trucks.

**Hazards:** Exposure to chemicals, fumes, odors, dust, dirt, electrical wiring; adverse weather conditions while driving or moving outdoors; protruding or falling objects on grounds and construction sites.

Adopted: 02/08/06

Revised: 10/08/14 (Title change and revision)

Revised: 05/09/18

Revised: \_\_/\_\_/\_\_



## UNPAID STUDENT TEACHING AND PRACTICUM AGREEMENT

This Unpaid Student Teaching and Practicum Agreement (“Agreement”), effective as of the date of last signature, is made by and between National University, a California non-profit, public benefit corporation (“University”), located at 9388 Lightwave Ave., San Diego, CA 92123, and Hanford Elementary School District (“Institution”), which is located at 714 N. White St., Hanford, CA 559.583.3603, USA , (individually, each a “Party,” and collectively, the “Parties”), who have partnered for the purpose of providing contractual services for students or a state-supported TK-12 educational service unit, with reference to the following facts:

### 1. RECITALS

1.1 Section 35160 of the California Education Code provides that the governing board of any Institution may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which the Institution is established.

1.2 An agreement by Institution to provide student teaching or practicum to candidates enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the “CTC”) is not inconsistent with the purposes for which the Institution is established.

1.3 University is accredited by WASC Senior College and University Commission (“WSCUC”). University has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (“CTC”) to offer the following student teaching and practicum credential programs (“Programs”): Inspired Teaching and Learning, Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, Pupil Personnel Services Internship Credential - School Counseling, and Pupil Personnel Services Internship Credential - School Psychology.

1.4 The University desires that the Institution provide student teaching and/or practicum to candidates enrolled in the University's Programs. The Institution agrees to provide such student teaching and/or practicum opportunities to candidates enrolled in University's Programs under the terms and conditions specified in this Agreement.

### 2. DEFINITIONS

2.1 “Institution” shall be inclusive of any District, Charter, or School, as applicable, over which Institution has authority.

2.2 “Candidate” shall refer to a student enrolled in a program at the University which is approved by the CTC, and which leads to an education credential. Candidates actively participate in the duties and functions of a teacher, school administrator, school counselor, or school psychologist under the direct supervision and instruction of one (1) or more Site Support Provider(s).

2.3 “Site Support Provider” (“SSP”) shall refer to an employee of the Institution holding a valid, clear teaching credential issued by the CTC and of whom has three (3) or more years’ teaching experience. SSP will under no circumstances be recognized or treated as an employee of the University.

2.4 “University Support Provider” (“USP”) shall refer to an employee of the University holding a valid credential issued by the CTC, a Pupil Personnel Services credential, or equivalent certification and experience as a teacher, school administrator, school counselor, school psychologist, or other education specialist.

2.5 “Quarter Unit” shall refer to the amount of academic credit earned by a Candidate through the successful completion, as determined by the University, of approximately twenty-five (25) hours of Student Teaching or between twenty (20)-to-forty (40) hours of Practicum.

2.6 “Student Teaching” shall refer to the active participation by a Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of one (1) or more SSP holding the same credential as is being sought by the Candidate they support.

2.7 “Student Teaching Assignment” shall refer to the total assigned full days of Student Teaching which shall be comprised of five (5) days of Student Teaching a week for twelve (12)-to-eighteen (18) weeks, dependent upon the Candidate’s program.





Student Teaching Assignments shall satisfy all requirements established by the CTC.

2.8 “Practicum” shall refer to the participation by a Candidate in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one (1) or more SSP in order to develop the Candidate’s abilities in various aspects of their respective program.

2.9 “Practicum Assignment” shall consist of between ninety (90) and six hundred (600) hours of Practicum depending upon the Candidate’s specific program requirements.

2.10 “Field Experience” and “Fieldwork” shall refer to the participation by a Candidate in the duties and functions of a school administrator under the direct supervision and instruction of a credentialed SSP. Under the supervision of one (1) or more SSP, Candidates shall be provided with the opportunity to demonstrate the full range of skills acquired during Practicum, develop additional knowledge and skills, and provide direct and indirect services to pupils, parents, and Institution staff in all areas of training. Field Experience/Fieldwork hours, location of participation, and qualifications vary depending upon the specific program requirements.

2.11 “Internship” shall refer to the participation by a Candidate in the duties and functions of a teacher, school administrator, school counselor, or school psychologist under the direct supervision and instruction of a credentialed SSP in the area listed on their credential. An “Intern” is a Candidate who is an employee of Institution or, as applicable, the Institution’s district and is paid as per their salary schedule. Notwithstanding, Interns who are participating in a School Psychologist Internship may be unpaid, depending on the placement and as approved by University in writing prior to placement.

2.12 “School Psychology Internship” shall refer to the participation by an Intern in the duties and functions of a school psychologist under the direct supervision and instruction of a credentialed SSP with a minimum of three (3) years of experience. Under the supervision of one (1) or more SSP, School Psychology Internship Interns shall be provided with the opportunity to demonstrate the full range of skills acquired during practicum or early field experiences, develop additional knowledge and skills, and provide direct and indirect services to pupils, families, and school staff in all areas of training as specified by the CTC and the National Association of School Psychologists (“NASP”). The hours, location of participation, and qualifications applicable to a Candidate’s School Psychology Internship will vary depending upon the specific requirements of the Candidate’s program.

### 3. TERMS AND CONDITIONS

3.1 Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. Institution shall provide University Candidates with Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum, as applicable, in schools and classes of the Institution under the direct supervision and instruction of a qualified SSP. University and Institution from time to time shall agree as to the number of Candidates assigned to the Institution for Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum.

3.2 Institution Determination. Institution at its sole discretion may refuse to accept, or may terminate, any Candidate assigned to the Institution for Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum based upon its good faith determination that the Candidate is not performing to the standards of the Institution. Upon written notification by Institution, University shall promptly terminate the Candidate’s assignment to Institution.

3.3 University Determination. University shall determine the number of units of Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum each Candidate shall receive. Candidates shall be able to be eligible, subject to University and Institution’s mutual determination, for more than one (1) Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum assignment at Institution.

3.4 Institution Honorarium. As set forth within Exhibit A, attached hereto and incorporated herein by this reference, University shall provide the Institution with an honorarium for supervision of Candidates in specific Student Teaching, Field Experience/Fieldwork, and/or Practicum assignments at the completion of each semester or quarter, based on the number of units earned by the Candidate or by an otherwise predetermined amount set by University. Supervision of Candidates in Internship assignments is not eligible for honorarium. Institution shall submit an invoice based on the generated report received from the University Honorarium Specialist at the end of each semester or quarter, as applicable. Notwithstanding, in no event shall the total honorarium amount for supervision per Candidate exceed six hundred dollars (\$600.00). Institution





acknowledges that honorariums issued are dependent upon the length of supervision provided for each Candidate, and incomplete assignments are assessed on a pro-rated basis to the nearest completed quarter or semester unit, as reflected in Exhibit A. University shall pay Institution within thirty (30) days from the date on which the Institution's invoice is received.

3.5 Insurance. Institution and University will each obtain and maintain a broad form commercial general liability insurance policy with coverage of at least one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate, with no exclusion for molestation or abuse. The Parties will provide proof of such insurance upon execution of this Agreement to each other. For purposes of this Agreement, each of the Parties will provide workers' compensation insurance coverage for their own employees, and Candidates are not employees of the Institution.

3.6 Representations. University represents that all Candidates assigned to Institution for Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum are validly enrolled in a University credential program approved by the CTC. University makes no other representation, express or implied, about, or assumes any responsibility for, the Candidate's fitness or qualification to participate in the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. Nothing in this Agreement shall be construed as a delegation by Institution to University of any of Institution's duties and responsibilities for operation or supervision of the schools or classes of Institution.

3.7 Certificate of Clearance. In accordance with California Education Code Section 44320, each credential Candidate prior to assignment to Institution must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. University will ensure that Candidates receive a Certificate of Clearance prior to beginning their assignment at Institution or hold a valid document issued by the CTC accounting for fingerprint clearance.

3.8 Tuberculosis Clearance. In accordance with California Education Code Section 49406, each credential Candidate prior to assignment to Institution must obtain at the Candidate's sole expense an examination by a licensed physician or surgeon within the past sixty (60) days to determine that they are free of active tuberculosis.

3.9 Video Assessment. Institution and University agree that the use of video recording equipment on any Institution property, including but not limited to, Institution classrooms, is solely for the purpose of assessing Candidates as part of the credentialing process. As applicable to a particular program, University requires use of video recording for Candidate reflection and as required by the California Teaching Performance Assessment ("CalTPA"), the Educational Specialist California Teaching Performance Assessment ("EdSp CalTPA"), and/or the California Administrator Performance Association ("CalAPA") to reflect, to the extent possible, a Candidate's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards for their program. Institution shall inform Candidates of video recording policies in place for the CalTPA, EdSp CalTPA, and CalAPA task video capture requirement. Institution shall also provide SSPs with any and all applicable rules, regulations, and instructions relating to the assessment of Candidates. University and Institution agree no video recording of any Candidate will occur without prior written notification of the name of the Candidate as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. The principal of the school within the Institution where video recording is desired to take place shall provide written approval of said video recording, subject to the receipt of all necessary authorizations from the parents and/or guardians of Institution students who may be recorded as a result of the same. University and Institution agree no video recording of any Institution student shall be permitted to occur without the express written approval and authorization from the student's parent and/or guardian or as is otherwise consistent with Institution's policy.

3.10 Control, Supervision, and Evaluation of Assessment. The control, supervision, evaluation, and/or direction of all Candidates and any other University personnel in connection with the assessment of the Candidate will be at the University's sole and exclusive discretion.

3.11 Confidentiality of Student Records. For purposes of this Agreement, and pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"), University designates Institution as having a legitimate educational interest in the educational records of any Candidate who participates in the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum experience at Institution to the extent that access to the records is required by Institution to carry out the relevant educational experience. Institution agrees to maintain the confidentiality of each Candidate's educational record in accordance with the provisions of FERPA.

3.12 Confidentiality of Institution Pupil Records. No Candidate will have access to or have the right to receive any Institution pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as



part of the Candidate's Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum. The discussion, transmission, or narration in any form by Candidates of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum experience, is forbidden except as a necessary part of the practical experience. To the extent a Candidate is given access, they are subject to the privacy regulations outlined in FERPA. Otherwise, Candidates shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum experience with University, its employees, agents or others.

3.13 Publicity. Neither University nor Institution shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

3.14 Unpaid Student Teaching, Field Experience/Fieldwork, Internship, and Practicum Parameters. University and Institution agree and understand that Student Teaching, Field Experience/Fieldwork, Internship, and Practicum Candidates are not employees of University or Institution and are not entitled to benefits of any kind or nature normally provided employees of University or Institution and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation. A Student Teaching, Field Experience/Fieldwork, Internship, and/or Practicum Candidate's primary coverage for Candidate injuries shall be Candidate's personal medical insurance. Institution further understands and agrees to the following pursuant to the Fair Labor and Standards Act ("FLSA"):

- a. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum Candidates and Institution understand that there is no expectation of compensation;
- b. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum experiences are similar to that which would be given in an educational environment;
- c. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum experiences are tied to a Candidate's formal education program by integrated coursework or the receipt of academic credit;
- d. The Student Teaching, Field Experience/Fieldwork, Internship, and Practicum experiences' timeframes with the Candidate and Institution correspond to the program in which the Candidate is enrolled;
- e. The duration of the Student Teaching, Field Experience/Fieldwork, Internship, or Practicum experience for each Candidate is limited to the duration of time required to either complete the Candidate's program's required hours or to complete the Candidate's course;
- f. The Candidate's Student Teaching, Field Experience/Fieldwork, Internship, or Practicum compliments, rather than displaces, the work of Institution's paid employees while providing significant educational benefits to the Candidate; and
- g. Institution understands that Candidate is participating in the Student Teaching, Field Experience/Fieldwork, Internship, or Practicum experience for experience and is not entitled to a job at the conclusion of the same.

3.15 Orientation. Each SSP must complete an orientation provided by University regarding the University program curriculum and assessments applicable to the program in which the Candidate the SSP is supervising is enrolled. For SSP supervision of Candidates enrolled in Teacher Education and Special Education Support programs, SSP orientation includes a minimum of ten (10) hours of initial orientation provided through University on the program curriculum, effective supervision approaches, including, but not limited to, cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, and program curriculum and assessments, including, but not limited to, the Teaching Performance Expectations ("TPEs"), the California Teaching Performance Assessment ("CalTPA"), and the Educational Specialist California Teaching Performance Assessment ("EdSp CalTPA").

3.16 Institution Administrator. Any Institution with Candidates in Student Teaching, Field Experience/Fieldwork, Internship, or Practicum programs must have a fully qualified administrator holding an administrative services credential or equivalent.

3.17 Infectious Diseases. Institution shall inform and advise Candidates and USP regarding the current status of infectious diseases at Institution prior to arriving on site. Institution shall also provide appropriate PPE to Candidates and USP while on site.



3.18 Term. The term of this Agreement shall commence as of the Effective Date above and shall continue until terminated in accordance with the terms and conditions in this Agreement (the “Term”). Either Party may terminate this Agreement upon thirty (30) days’ prior written notice to the other Party. Provided, however, all Candidates completing Student Teaching, Field Experience/Field Work, Practicum, or Internship assignment(s) at Institution as of the date of such notice shall be permitted to complete their assignment(s) so long as said Candidate is not the cause of the termination of the Agreement.

3.19 Attorney’s Fees. In the event any Party hereto commences litigation for the interpretation, specific performance, or damages for the breach of this Agreement, the prevailing Party shall be entitled to a judgment or award against the other Party in an amount equal to reasonable attorney’s fees and expenses incurred, together with all other appropriate legal or equitable relief.

3.20 Notices. All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid, addressed to the addresses set forth below, or to such other address or to such other person as any Party hereto shall designate to the other Party for such purposes in the manner hereinabove set forth. Personal delivery of such notice, demand, or communication may also be made to the above-described addressees and shall be deemed given as of the date of such delivery.

3.21 Entire Agreement. This Agreement contains the entire agreement between the Parties relating to the transactions contemplated hereby and supersedes any prior agreements between the Parties with respect to the subject matter hereof, whether written or oral, and any such prior agreements are cancelled as at the date of this Agreement but without prejudice to any rights which have already accrued to either of the Parties. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the Party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

3.22 Miscellaneous Provisions. This Agreement (i) shall be binding upon and inure to the benefit and be enforceable only by the Parties hereto and their respective legal representatives, successors, or assigns, (ii) may be executed in any number of counterparts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California.

3.23 Mutual Indemnification. University shall defend, indemnify and hold Institution, its Board, officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or resulting from the negligent or intentional acts or omissions of University, its Board, officers, agents, or Candidates. Institution shall defend, indemnify and hold University, its Board, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney’s fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Institution, its Board, officers, agents, employees or volunteers.

3.24 Dispute Resolution. In the event of any dispute, claim, question, or disagreement arising from or relating to this Agreement or the breach thereof, the Parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of sixty (60) days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be communicated to the other Party in writing in advance of any filed litigation to provide the Parties a further opportunity to reach a resolution by means of formal mediation.

3.25 Limitation of Liability. Except for obligations to make payment under this Agreement, liability for indemnification, liability for breach of confidentiality, or liability for infringement or misappropriation of intellectual property rights, in no event shall either Party or any of its representatives be liable under this Agreement to the other party or any third party for consequential, indirect, incidental, special, exemplary, punitive, or enhanced damages, lost profits or revenues or diminution in value arising out of, or relating to, and/or in connection with any breach of this Agreement, regardless of whether such damages were foreseeable, whether or not it was advised of the possibility of such damages and the legal or equitable theory (contract, tort, or otherwise) upon which the claim is based.



3.26 Non-Discrimination and Commitment to Diversity, Equity, and Inclusion. The Parties agree not to discriminate against any individual under this Agreement because of race, color, religion, sex, gender, ancestry, age, national origin or disability (as defined in The Americans with Disabilities Act of 1990, 42 USC 12101, et seq. and any regulation promulgated thereunder) or any other unlawful basis. Institution agrees to recognize and support the University's commitment to diversity, equity, and inclusion.

3.27 Title IX. University strictly adheres to Title IX of the Education Amendments of 1972, the federal Campus Sexual Violence Elimination Act; United States Department of Education regulations and directives; and the University's sexual harassment policy and procedures (collectively, "Regulations"). Specifically, the Regulations apply to all students, employees, visitors, and other third parties on University-controlled or affiliated property, including institutions and entities with whom University places its employees or students. Further, such Regulations prohibit unequal treatment on the basis of sex/gender as well as sexual harassment, misconduct and violence. As a condition of employment, enrollment, doing business, or being permitted on University-controlled or affiliated property, the above-mentioned individuals, organizations, and entities must agree to: (1) Report any and all allegations of discrimination, harassment, (including sexual harassment, or violence) promptly to the Title IX Coordinator via the reporting form at the following link: <https://www.nu.edu/reportit/>, or by using one of the other methods of communication with the Title IX Coordinator found at the following link: <https://www.nu.edu/title-ix/erp/>; (2) Cooperate with University's investigation; and (3) Cooperate fully with all sanctions that University may impose against those who are found to have violated the Regulations. If the individual, organization, or entity fails to adhere to any of the aforementioned requirements, University reserves the right to take appropriate action, including but not limited to: immediate removal from University-controlled or affiliated property, discipline of employees and students (including termination of employment and/or enrollment); and/or termination of business or contractual relationships.

IN WITNESS WHEREOF, the Parties have executed this Agreement effective the date first written above.

**National University**

By: \_\_\_\_\_  
Karen Whitney  
EVP, Student Success Services; CFO

Dated: \_\_\_\_\_

University Contact Information

Contract Coordinator  
National University  
9388 Lightwave Ave.  
San Diego, CA 92123  
(858) 642-8417  
[credcontracts@nu.edu](mailto:credcontracts@nu.edu)

**Hanford Elementary School District**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: \_\_\_\_\_

Telephone: \_\_\_\_\_

Address: 714 N. White St., Hanford, CA 559.583.3603,  
USA

\_\_\_\_\_



## EXHIBIT A

### Honorariums

A maximum honorarium of \$300.00 per course per Candidate is awarded for supervision of Candidates enrolled in the following University programs: **Inspired Teaching and Learning Teacher Education Credential; Special Education Credential; and Preliminary Administrative Services Credential**. The below table sets forth the honorarium amounts to be awarded based on the duration of supervision provided:

Traditional Setting			Block Setting		
One Period	25%	\$300 x .25 = \$75	One Period	33%	\$300 x .33 = \$99 rounded to \$100
Two Periods	50%	\$300 x .50 = \$150	Two Periods	66%	\$300 x .66 = \$198 rounded to \$200
Three Periods	75%	\$300 x .75 = \$225	Three Periods	100%	3 periods = \$300
Four or More Periods	100%	4 periods or more = \$300	*****	*****	*****

A maximum honorarium of \$150.00 per course per Candidate is awarded for supervision of Candidates enrolled in the following University programs: **Pupil Personnel Services Credential: School of Counseling and Pupil Personnel Services Credential: School of Psychology**. The below table sets forth the honorarium amounts to be awarded based on the duration of supervision provided:

Traditional Setting			Block Setting		
One Period	25%	\$37.50	One period	33%	\$50.00
Two Periods	50%	\$75.00	Two Periods	66%	\$100.00
Three Periods	75%	\$112.50	Three Periods	100%	\$150.00
Four Periods	100%	\$150.00	*****	*****	*****

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/14/2024

**ITEM:**

Consider approval of food service agreement with the Kings County Office of Education.

**PURPOSE:**

The District has provided lunches to the Kings County Office of Education in the recent past and has expressed interest in continuing the relationship with the District for the 2024-2025 school year. While there is an increase in workload, it does not result in a significant operational impact to the Food Service Department.

**FISCAL IMPACT:**

The Child Nutrition Fund should realize an increase in revenue dependent on participation.

**RECOMMENDATIONS:**

Approve the food service agreement with the Kings County Office of Education.



## 2024-2025 FOOD SERVICE AGREEMENT

Administering Sponsor: Hanford Elementary School District  
 Receiving Sponsor: Kings County Office of Education

This Agreement executed in duplicate and entered into on **July 1, 2024**, between the **Administering Sponsor, Hanford Elementary School District**, hereinafter referred to as **SCHOOL FOOD AUTHORITY (SFA)** and the receiving sponsor, **Kings County Office of Education**, hereinafter referred to as **COUNTY SCHOOL**, and is created for the purpose of providing Breakfast and Lunch under the National School Lunch and School Breakfast Program.

Beginning in the 2022-2023 School Year, the Shelly Baird Main Campus was approved for Community Eligibility Provision (CEP) and California implemented a statewide Universal Meal Program for all school children. This program is designed to build on the foundation of the Federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).

With the implementation of Community Eligibility Provision (CEP) and the Universal Meal Program, Hanford Elementary School District's Food Service Department will provide breakfast and lunch for the **2024-2025** school year and not collect payment from **COUNTY SCHOOL** for each reimbursable breakfast and lunch student meal received.

**It is hereby agreed that:**

1. The **SFA** will represent **COUNTY SCHOOL** as the Child Nutrition Program "Sponsor" and will claim reimbursement from the California Department of Education for all meals served to children enrolled in **COUNTY SCHOOL**. Reimbursement will be claimed at the rate of one breakfast and lunch per child per day, only for complete meals counted at the point of service.
2. To keep the CNIP application current and in compliance, **COUNTY SCHOOL** will notify the **SFA** of all Name, Address, Phone and Breakfast and Lunch Period Serving time changes as they are made. In addition, the Name, Address, Phone and Breakfast and Lunch Period Serving times will be submitted annually with this Food Service Agreement.
3. Once approved by the California Department of Education, this agreement is considered permanent by the California Department of Education. However, the **SFA** will initiate a new written contract prior to July 1<sup>st</sup> of each year. Either party may terminate this agreement for cause upon ten days' written notice. Notice of termination will be provided in writing to the California Department of Education, Nutrition Services Division.
4. The **SFA** will verify student Direct Certification Information submitted to the **SFA** by **COUNTY SCHOOL**. **SFA** will apply for Community Eligibility Provision (CEP) for **COUNTY SCHOOL**. If CEP or Provision is not approved, free and reduce-

price meal applications will be required. **SFA** will conduct the free and reduced-price application process, including the distribution, review and approval of applications belonging to **COUNTY SCHOOL**.

5. **COUNTY SCHOOL** will perform the point of service meal counts. The **SFA** will provide training as necessary to staff at **COUNTY SCHOOL** regarding point-of-service meal counts and completion of all required documents.

6. The **SFA** will perform the required daily and monthly edit checks.

7. **COUNTY SCHOOL** will ultimately be responsible for meal count accuracy. **COUNTY SCHOOL** is to ensure meals are available to students in attendance at the designated meal service time for both breakfast and lunch, **COUNTY SCHOOL** is to ensure students receiving a meal are verified as such at the time of receipt. Failure to ensure meals are verified upon receipt could result in a finding during an audit.

8. The **SFA** will perform the verification process and will notify **COUNTY SCHOOL** of its findings.

9. The **SFA** will assume responsibility for claiming accountability and any over-claims identified during a review or audit and reimburse the State accordingly.

10. The **SFA** will include all participating sites from **COUNTY SCHOOL** in its agreement with the California Department of Education.

11. The **SFA** will provide meals to **COUNTY SCHOOL** that comply with the nutrition standards established by the United States Department of Agriculture for the Enhanced Food Base/Offer vs. Serve menu planning option.

12. The **SFA** will prepare the meals in the District Kitchen located at 924 Katie Hammond Lane. This preparation site will maintain the appropriate state and local health certifications for the facility.

13. **COUNTY SCHOOL** will notify the **SFA** of the number of meals needed no later than 9:00 am by e-mail each day. **COUNTY SCHOOL** will contact **SFA** in a timely manner if additional meals are needed. **COUNTY SCHOOL** will be obligated to accept and pay for the number of meals over ordered and is to increase/decrease amount of breakfast needed to ensure participation is being monitored. The **SFA** will not be obligated to provide any meals on days when the **SFA** is not open for business.

14. **COUNTY SCHOOL** will provide the personnel, vehicle, and sufficient mobile transport thermos carts to pick up and transport the meals.

15. **COUNTY SCHOOL** will be responsible for transporting the meals from the **SFA** District Kitchen. The pick-up of prepared meals will be no later than 7:45 am for breakfast, and no later than 10:00 am for lunch.



16. The **SFA** will be responsible for maintaining the proper temperature of the meals until **COUNTY SCHOOL** takes delivery of the meals. At the time of delivery, **COUNTY SCHOOL** will be responsible for documenting and maintaining the proper temperature of the meals until they are served. Proper food temperatures are to be maintained until meal is received by student.

17. The **SFA** will provide the necessary hotel pans and lids, thermometer, serving spoons, ladles, eating utensils, straws, and napkins during the term of this agreement.

18. **COUNTY SCHOOL** will provide Food Safety Certified personnel to serve meals, clean serving and eating areas, utensils, mobile transport thermos cart and any other equipment used to transport meals including pre-washing all hotel pans and lids on a daily basis, **COUNTY SCHOOL** will deliver any and all pre-washed hotel pans and lids that are property owned by the **SFA** to the HESD Lee Richmond Elementary School kitchen before 12:45 p.m.

19. The **SFA** will wash and sanitize the hotel pans and lids in a commercial dishwasher.

20. **COUNTY SCHOOL** will deliver Food Service reports to the **SFA** daily.

21. No later than three (3) days prior to the end of each month, the **SFA** will provide to **COUNTY SCHOOL** a monthly menu consisting of the meals to be served the following month.

22. The **SFA** will submit to **COUNTY SCHOOL** itemized invoices for the meals provided by the **SFA**. The invoices will be calculated at the following rates (please note that rates are subject to change):

1. Student Full Pay Breakfast and Lunch-No Charge
2. Student Reduced Breakfast and Lunch-No Charge
3. Student Free Breakfast and Lunch-No Charge
4. Adult Breakfast-four dollars (\$4.00)
5. Adult Lunch- five dollars and eighty-five cents (\$5.85)
6. Student Milk - forty cents (\$0.40)
7. Adult Milk - forty cents (\$0.40)

23. **COUNTY SCHOOLS** will pay **SFA** the full amount as presented on the monthly itemized invoice by the end of the following month.

24. When requested by **COUNTY SCHOOLS**, the **SFA** will provide sack lunches for field trips that meet the meal pattern requirements. Sack lunches for field trips will be requested at least 10 working days in advance. The cost per lunch will remain the same as for the regular lunch. **COUNTY SCHOOL** will be responsible for maintaining the appropriate temperature of lunches until served. **COUNTY SCHOOL**

will be responsible for creating a list of students attending the field trip and ensuring that only students receiving a lunch from the **SFA** get marked. **COUNTY SCHOOL** will submit checked off roster to the **SFA** the following day.

25. The gift or exchange of commodities is not permitted. Until meal is received by student, all food remains the property of the **SFA**.

26. **COUNTY SCHOOL** will indemnify and hold the **SFA** and its officers, employees, and agents harmless from any and all liability, cost, or expense incurred as a result of negligence on the part of **COUNTY SCHOOL**.

27. **COUNTY SCHOOL** will keep and maintain liability insurance, including extended coverage for product liability in an amount no less than \$1,000,000 (one million dollars) for each occurrence and will provide the **SFA** with a certificate evidencing insurance in the amount, naming the **SFA** as an additional insured and specifying that the coverage will not be canceled or modified without 10 days' prior written notice to the **SFA**. The **SFA** will keep and maintain liability insurance that covers the **SFA's** liability.

28. Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch and Breakfast Program meals, including, but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, sales of non-program foods and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.

29. **COUNTY SCHOOL** will abide by all health and safety rules for serving food. They shall have one employee who has successfully passed an approved and accredited Food Safety Certification Examination on site. The Certificate must be current and retained on file at the facility at all times. Copy of Food Safety Certificate must be made available for the **SFA**. as needed, **SFA** can provide a list of approved classes. After each review by the Kings County Health Department, a copy of the review report shall be posted in kitchen as required and copy of report will be sent to the **SFA** by **COUNTY SCHOOL**.

30. **COUNTY SCHOOL** Kitchen is to be well maintained at all times, cooling and warming equipment used during meals service are to be in good working order, temperatures are to be taken and documented on the daily transport sheet as required. Meal distribution information (daily transport sheets for breakfast and lunch) is to be completed with correct temperatures and leftover information daily. All leftover food is to be returned to the **SFA** at the end of meal service daily.

31. **COUNTY SCHOOL** will reimburse the **SFA** for any loss of reimbursement funds denied by the National School Lunch Program which arise out of intentional or negligent conduct or omission of **COUNTY SCHOOL**.

32. All business and information relating to the execution of this agreement and the services thereof, including kitchen visitations, will be directed to the Manager of Food Services, **SFA**.

## TERM

This agreement becomes effective this day and will continue until June 30, 2025

IN WITNESS WHEREOF, HANFORD ELEMENTARY SCHOOL DISTRICT and KINGS COUNTY OFFICE OF EDUCATION has executed this agreement as of the date first written above.

KINGS COUNTY OFFICE OF EDUCATION

Name and Title of Receiving Sponsor Official

By: \_\_\_\_\_

*Jamie Dial*

(Signature)

*Jamie Dial*

(Printed Name)

Title: ~~Superintendent~~ *Assistant Superintendent, Business*

Date: \_\_\_\_\_

*5/15/24*

KINGS COUNTY OFFICE OF EDUCATION

Telephone (559) 584-1441

HANFORD ELEMENTARY SCHOOL DISTRICT

Name and Title of SFA Official

By: \_\_\_\_\_

(Signature)

Joy C. Gabler

(Printed Name)

Title: Superintendent

Date: \_\_\_\_\_

HANFORD ELEMENTARY SCHOOL DISTRICT

Telephone (559) 585-3620

CALIFORNIA DEPARTMENT OF EDUCATION Approved Denied

By \_\_\_\_\_



## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/12/2024

**ITEM:**

Consider the Utilization of Education Technology Joint Powers Authority (Ed Tech JPA) Master Contract for the Purchase of a Nutrition Management System.

**PURPOSE:**

Pursuant to Public Contract Code section 20118.2, school districts have the authorization to acquire technology products and services through a Request for Proposals (RFP) process that takes into account requirements and evaluation criteria in addition to cost. Pursuant to Government Code sections 6500 and 6502, Joint Powers Authorities (JPA) are allowed to exercise any power common to the contracting parties. Education Technology Joint Powers Authority (Ed Tech JPA) is a JPA with the authorization to issue RFPs and award Master Agreements to qualified vendors that establish general terms and pricing available to the JPA's members. The Hanford Elementary School District Board of Education previously approved the District's membership in the Ed Tech JPA and may grant authorization to make purchases based on the general terms and pricing included in the Ed Tech JPA Master Agreement. Ed Tech JPA awarded RFP No. 23/24-01 Nutrition Management System to TekVisions with Ed Tech JPA, with a term of 10/27/23 through 10/27/28. Ed Tech JPA members may leverage Master Agreements by establishing a Purchase Agreement with the vendor at any time within the contract term. Staff was impressed by the compatibility of the Nutrition Management System with existing District resources and products, and satisfied by the functionality of the Nutrition Management System. Staff has reviewed the terms, conditions, and pricing of the contract, including price as a significant factor, and finds them to be competitive; therefore, recommends authorization for the

ADM-018

utilization of Ed Tech JPA with TekVisions for the purchase and warranty of a Nutrition Management System.

**FISCAL IMPACT:**

The fiscal impact is \$35,923 to the Cafeteria Fund.

**RECOMMENDATIONS:**

Authorize the utilization of Ed Tech JPA Contract with TekVisions for a Nutrition Management System to be purchased through 6/30/2025.



**ED TECH JPA MASTER AGREEMENT:  
RFP No. 23/24-01 Nutrition Management System**

This Master Agreement ("MA") is made as of **October 27, 2023** ("Effective Date"), by and between the Education Technology Joint Powers Authority ("Ed Tech JPA") and **TekVisions, Inc.** ("Vendor").

**BACKGROUND**

A. Education Technology JPA is a Joint Powers Authority formed by California public agencies pursuant to California Government Code Sections 6500-6536. Ed Tech JPA aggregates purchasing power and expertise for its members ("Members").

B. Ed Tech JPA establishes its contracts for products and services through the following process:

1. On July 28, 2023, Ed Tech JPA issued a Request for Proposal for nutrition management system (the "RFP") on behalf of Members. Ed Tech JPA invited qualified vendors to submit pricing products and services in response to the RFP.

2. Ed Tech JPA published the RFP on its website and in a local periodical:

3. Ed Tech JPA received one or more responses to the RFP. Ed Tech JPA evaluated all responses which complied with the terms of the RFP, using the following criteria: Functionality and Usability, Vendor Support and Ability to Perform, Price, and Technology Requirements.

4. Ed Tech JPA selected Vendor for an award under the RFP for nutrition management systems and related services ("Products"). The parties are entering this Master Agreement ("MA") to evidence the terms and conditions of that award.

**AGREEMENT**

Now, therefore, for good and valuable consideration, the parties agree as follows.

**1. GRANT AND ACCEPTANCE OF AWARD**

Ed Tech JPA awards this MA to Vendor under the RFP with respect to the Products at the prices listed in Exhibit A. Vendor accepts the award and confirms Vendor's acceptance of all terms and conditions of the RFP, which are incorporated herein by this reference. The RFP, Vendor's proposal in response to the RFP ("Vendor's Proposal"), and the Standard Student Data Privacy Agreement ("NDPA") are incorporated herein by this reference. This MA includes the Products and pricing offered in Vendor's Proposal, as identified in the RFP. Prices will remain valid for all Members through the expiration of the MA and for Members with an active Purchase Agreement with Vendor ("Participants") through the expiration of any Purchase Agreements ("PA") entered into directly between Vendor and Participants during the term of this MA.

**2. TERM**



The term of this MA (the "Term") shall commence on the Effective Date and shall expire after a period of five (5) years. The Agreement may be terminated by Ed Tech JPA or Vendor for convenience after three years by the giving of notice of at least thirty (30) days before the expiration of the (3) year term. The parties understand that Participants may order Products under this MA to be delivered after the Term of this MA; in some cases, Products may be delivered over multiple years after the Term. The expiration or termination of this MA shall not affect Vendor's obligation to deliver Products as ordered by Participants during the Term.

### **3. PARTICIPANTS**

The pricing, terms, and conditions of this MA will be made available to Members and to other "Eligible Entities" who elect to become Members. Eligible Entities are all California public school districts, county offices of education, and community college districts, and any other public agency in the United States whose procurement rules, whether internal rules or rules enacted pursuant to statute, allow them to purchase Products through a procurement vehicle such as Ed Tech JPA.

Vendor acknowledges that each Participant is responsible for (a) completing their own due diligence regarding the suitability of Vendor and Products for Participant's needs, (b) entering into one or more PAs with Vendor to document the quantities, total fees, and delivery terms for Products, and (c) coordinating implementation of Products with Vendor.

Vendor is not under any contractual obligation to provide Products to Participants until such time as both a MA and a PA have been fully executed. The RFP was conducted for the limited purposes specified in the RFP. Ed Tech JPA does not provide assurance or warranty to Vendor or Participant with respect to other issues, including Participant's payments to Vendor. Ed Tech JPA will not assist in implementation or represent Vendor in the resolution of disputes with Participants.

### **4. PURCHASE AGREEMENTS**

Members may browse products on the JPA website. Prior to executing a PA, Members will work with a Vendor representative to determine the Vendor implementation timeline and implementation plan ("Implementation Plan") as further described in the RFP. To confirm Participant's request to buy Products using the RFP, Participant and Vendor must complete and execute a PA for the specific Products. Vendor shall provide a copy of complete PAs to Ed Tech JPA within thirty (30) days of request by Ed Tech JPA.

The PA will contain a general description of the Products ordered, contact information for Vendor and Participant related to purchase and sale of the Products, and an acknowledgement that the purchase is subject to the terms of the RFP and this MA. Participant and Vendor may agree on contingencies, such as timing contingencies, applicable to delivery of Products.

Vendor will work directly with a Participant to fulfill the order according to the parties' agreed-upon Implementation Plan. Ed Tech JPA is not responsible to verify payment to Vendor.





## **5. PROGRAM PROMOTION**

It is in the interest of both parties that Vendor will promote and support this MA using methods that best suit the Vendor's business model, organization, and market approach. Ed Tech JPA specifically desires Vendor to generate interest in the MA, and direct Eligible Entities who express an interest in making a purchase or renewing use of Products to use its MA as Vendor's preferred form of contracting.

Vendor may be asked to participate with Ed Tech JPA staff in related trade shows, product demonstrations, conferences, and online presentations to promote the MA. Ed Tech JPA will promote MAs through the creation of marketing materials, as well as active outreach to its Members.

Ed Tech JPA expects Vendor's field and internal sales forces will be trained and engaged in use of the MA for the duration of the contract term.

Ed Tech JPA may schedule periodic reviews with Vendor to evaluate Vendor's performance of the commitments outlined in this MA, as well as leads, current projects and projected sales.

## **6. INVOICING FOR SERVICES**

Vendor shall invoice each Participant for Products and Participant shall disburse payment to Vendor upon receipt of the fully executed PA between Participant and Vendor. The PA is between Vendor and Participant. Ed Tech JPA does not guarantee timely payment.

## **7. PRODUCT ADDITIONS/DELETIONS**

Vendor may add or delete Products introduced or removed from the market under the following conditions:

- A. Deleted Products have been discontinued and are no longer available.
- B. Added Products are either a direct replacement or are substantially equivalent to original Products listed in the RFP, Vendor's Proposal, the MA and/or any PAs, or added Products are enriched capabilities, new modules, technology advancements, and/or service categories within the Products that Vendor did not have at the time Vendor's Proposal was submitted.
- C. Vendor receives an executed Amendment to the MA.
- D. Vendor receives an executed Amendment to any applicable PA.

## **8. MINIMUM PRICE GUARANTEE**

Vendor agrees not to sell directly, or through a reseller, the Product at a price lower than the price offered in the RFP and this MA to Ed Tech JPA's Eligible Entities located in California (regardless of whether the Eligible Entity is a Member), including all California public school districts, county offices of education, and community college districts, and any other public agency in California whose procurement rules, whether internal rules or rules enacted pursuant to statute, allow them to purchase goods or services through a procurement vehicle such as Ed Tech JPA.



During the period of delivery under a contract resulting from this RFP, if the price of the Product decreases, Members entering a new PA shall receive a corresponding decrease in prices on the balance of the deliveries for as long as the lower prices are in effect. Vendor agrees to amend the MA to reflect the decreased pricing. At no time shall the prices charged to Members exceed the prices under which the RFP was awarded. Members shall be given the benefit of any lower prices which may, for comparable quality and delivery, be provided by the Vendor to any other school district or any other state, county, municipal or local government agency in a California County for the Products.

#### **9. EXPENSES.**

Ed Tech JPA shall not be liable to Vendor for any costs or expenses paid or incurred by Vendor in providing Products and Services for Ed Tech JPA or Members.

#### **10. COMPLIANCE WITH APPLICABLE LAW**

The Products must meet the approval of the Ed Tech JPA and shall be subject to the Ed Tech JPA's general right of inspection to secure the satisfactory completion thereof. Vendor agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Vendor, Vendor's business, the Products, equipment and personnel engaged in Products covered by this MA or accruing out of the performance of such Products. If Vendor performs any work knowing it to be contrary to such laws, ordinances, rules and regulations, Vendor shall bear all costs. Vendor has executed the Standard Student Data Privacy Agreement (NDPA). The parties acknowledge that for the purposes of the CCPA, Vendor will not (a) retain, use or disclose Member data for any purpose other than for the specific purpose of providing the Products specified in the MA and PA, or (b) sell, rent, release, disclose, disseminate, make available, transfer, or otherwise communicate orally, in writing, or by electronic or other means, Member data to another business or third party for monetary or other valuable consideration. Without in any way limiting the foregoing, the parties agree that Vendor is a "Service Provider" under the California Consumer Privacy Act, Cal. Civ. Code § 1798.100, et seq. & § 1798.140(v) and that nothing about the MA, PA, or the Products involves a "selling" or a "sale" of Member data under Cal. Civ. Code § 1798.140(t)(1).

In accordance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act, all Products provided under this Agreement shall comply to those applicable rules of the Web Content Accessibility Guidelines ("WCAG 2.0") and such iterations of WCAG as may become applicable during the term of this Agreement.

#### **11. PERMITS/LICENSES**

Vendor and all Vendor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of Products pursuant to this MA.

#### **12. INSURANCE**



Vendor shall insure Vendor's activities in connection with the Products under this MA and agrees to carry insurance as specified in the RFP to ensure Vendor's ability to adhere to the indemnification requirements under this MA.

Any general liability policy provided by Vendor hereunder shall contain an endorsement which applies its coverage to Ed Tech JPA, members of Ed Tech JPA's board of trustees, and the officers, agents, employees, and volunteers of Ed Tech JPA, individually and collectively, as additional insureds, using language as set forth below:

Ed Tech JPA, its Board of Trustees, officers, agents, employees, and volunteers are named as additionally insured on this policy pursuant to written contract, agreement, or memorandum of understanding. Such insurance as is afforded by this policy shall be primary, and any insurance carried by Ed Tech JPA shall be excess and noncontributory.

### **13. TRANSACTION REPORTING**

Vendor will comply with all reasonable requests by Ed Tech JPA for information regarding Vendor's transactions with Participants, including transmittal of transaction data in electronic format. Vendor will report to Ed Tech JPA all Products ordered by Participants, in reasonable detail ("Quarterly Reports"), no later than the reporting period outlined in this MA. Quarterly Reports will include details related to PAs, including but not limited to: term dates, Vendor name, purchase price, Admin Fee amount, new/renewal purchase. Vendor acknowledges that Ed Tech JPA will track the use of this MA through databases managed by Ed Tech JPA. Vendor agrees that all fully executed PAs will be accurately and timely reported to Ed Tech JPA.

### **14. ADMINISTRATIVE FEE**

Vendor agrees to pay Ed Tech JPA an administrative fee (the "Admin Fee") calculated as five hundred dollars (\$500.00) for each Participant agreement with Vendor (Individual Transaction) totaling fifteen thousand dollars (\$15,000.00) or more, based on an award under the RFP and all revenue derived directly from any Purchase Agreement, including any additional services, and agreement extensions or renewals. The Administrative Fee shall be waived for each Individual Transaction totaling under fifteen thousand dollars (\$15,000.00).

An Individual Transaction is defined as the total sale made by Vendor to individual Ed Tech JPA Members for each Ed Tech JPA Agreement within the same Reporting Period/Quarter.

Computations of the Admin Fee shall exclude state, local, or federal taxes levied on invoiced amounts. Unless otherwise stated herein, the Admin Fee is not refundable to Participants or Vendors under any circumstances. In the event the Ed Tech JPA board of directors determines to modify the Admin Fee or how it is calculated, the changes shall be communicated to Vendors and updated on the website. Such changes shall take effect no sooner than thirty (30) days after notifying Vendor and shall apply to all PAs entered



into thereafter. The Admin Fee shall not be increased to over four percent (4%). Vendor shall be permitted to amend the MA pricing in the attached Exhibit A in direct proportion to the adjusted Admin Fee.

- A. Quarterly Reports shall be reported, and Admin Fees shall be payable at the end of each quarter as follows:

Reporting Period	Due Date
January 1 - March 31	April 30
April 1 - June 30	July 15 *to allow for fiscal year end
July 1 - September 30	October 31
October 1 - December 31	January 31

- B. Vendor must submit a check, payable to Education Technology Joint Powers Authority remitted to:  
 Ed Tech JPA  
 % Clovis Unified School District  
 Business Services Department  
 1450 Herndon Ave  
 Clovis, CA 93611
- C. The Admin Fee shall **not** be included as an adjustment to Vendor's Proposal and MA pricing.
- D. The Admin Fee shall **not** be invoiced or charged to the Participant.
- E. Payment of the Admin Fee is due from Vendor to Ed Tech JPA when Vendor submits Quarterly Reports or when Vendor receives payment from Participant(s), whichever is later.
- F. Any payments that a Vendor makes to Ed Tech JPA after the due date as indicated in this MA shall accrue interest at a rate of eighteen percent (18%) per annum or the maximum rate permitted by law, whichever is less, until such overdue amount shall have been paid in full. The right to interest on late payments shall not preclude Ed Tech JPA from exercising any of its other rights or remedies pursuant to this agreement or otherwise with regards to Vendor's failure to make timely remittances.
- G. Failure to meet Quarterly Reporting, Admin Fee requirements, and to submit fees on a timely basis shall constitute grounds for suspension of this contract.

## 15. CONTRACT MANAGEMENT

- A. The primary Vendor contract manager for this MA shall be as follows:  
**Name: TekVisions, Inc**  
**Attn: Thomas A. Cramer**



**EDUCATION TECHNOLOGY**  
JOINT POWERS AUTHORITY

**Address: 40970 Anza Road, Temecula, CA 92592**

**Email: tom.cramer@tekvisions.com**

**Phone: 951-201-1119**

- B. The primary Ed Tech JPA contract manager for this MA shall be as follows:  
Education Technology JPA  
Attn: Michelle Bennett  
5050 Barranca Parkway  
Irvine, CA 92604  
[EdTechJPA@iusd.org](mailto:EdTechJPA@iusd.org)  
949-936-5022
- C. Should the contract administrator information change, the changing party will provide written notice to the affected party with the updated information no later than ten (10) business days after the change.

## **16. INDEMNIFICATION**

To the extent permitted under applicable law, Vendor will defend, indemnify and hold harmless Ed Tech JPA and its directors, officers, employees, volunteers, and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and other expenses arising out of or on account of any third party claim: (i) alleging that the Product infringes or misappropriates the proprietary or intellectual property rights of a third party; (ii) that results from the negligence or intentional misconduct of Vendor or its employees or agents; or (iii) that results from any breach by Vendor of any of the representations, warranties or covenants contained herein or in any direct communication and/or agreement between Vendor and any Member; or (iv) any allegation that the Product does not conform to WCAG 2.0.

To the extent permitted under applicable law, Ed Tech JPA will defend, indemnify and hold harmless Vendor and its directors, officers, employees, and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and other expenses arising out of or on account of any third party claim that results from (i) the negligence or intentional misconduct of Ed Tech JPA or its employees or agents or (ii) any breach by Ed Tech JPA of any of the representations, warranties or covenants contained herein.

The Parties subject to a claim or suit under this section shall promptly provide the other notice in the manner specified in Section 21, below.

## **17. ATTORNEYS' FEES**

If any action at law or in equity is brought to enforce or interpret the provisions of this MA, each party shall cover its own attorney's fees.

## **18. SEVERABILITY**



In the event that any provision of this MA is held invalid or unenforceable by a court of competent jurisdiction, no other provision of this MA will be affected by such holding, and all of the remaining provisions of this MA will continue in full force and effect.

## **19. DEFAULTS**

In the event that Vendor defaults in its obligations under this MA, and if such default is not cured within thirty (30) days after notice of the default from Ed Tech JPA to Vendor, then Ed Tech JPA may pursue any available remedies against Vendor including, but not limited to, termination of this MA.

## **20. GOVERNING LAW AND VENUE**

THIS MA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF CALIFORNIA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS LOCATED IN ORANGE COUNTY, CALIFORNIA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS MA OR THE TRANSACTIONS CONTEMPLATED HEREBY.

**PROVISIONS REQUIRED BY LAW:** Vendor acknowledges that it has conducted and performed the required research to become aware and knowledgeable of all federal, state and local laws/statutes that are referenced herein, may pertain to and/or govern the procurement activities and transactions covered by this MA. These provisions of law and any clause required by law that is associated with this transaction will be read and enforced as though it were included herein.

## **21. NOTICES**

All notices under this MA must be in writing and will be effective (a) immediately upon delivery in person or by messenger, (b) the next business day after prepaid deposit with a commercial courier or delivery service for next day delivery, (c) when emailed to the receiving party at the receiving party's assigned email address with delivery receipt requested, upon electronic confirmation the transmission has been delivered, or (d) five (5) business days after deposit with the US Postal Service, certified mail, return receipt requested, postage prepaid. All notices must be properly addressed to the addresses set forth on the signature page to this MA, or at such other addresses as either party may subsequently designate by notice.

## **22.**

### **ASSIGNMENT**

Neither party may assign its rights and obligations hereunder, either in whole or in part, whether by operation of law or otherwise, without the prior written consent of the other party. Notwithstanding the foregoing, either party may assign this MA in its entirety, without consent of the other party, to its Affiliate or in connection with a merger, acquisition, corporate reorganization, or sale of all or substantially all of its assets not involving a direct competitor of the other party. Subject to the foregoing, this MA shall bind and inure to the benefit of the parties, their respective successors and permitted assigns. An "Affiliate" for the purposes of this Section shall mean any



entity which directly controls, is under common control with, or is directly or indirectly controlled by the party seeking to assign its rights and obligations hereunder.

### **23. INDEPENDENT CONTRACTOR**

Vendor, in the performance of this MA, shall be and act as an independent contractor. Vendor understands and agrees that it and all its employees shall not be considered officers, employees or agents of Ed Tech JPA, and are not entitled to benefits of any kind or nature normally provided to employees of Ed Tech JPA and/or to which Ed Tech JPA's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Vendor assumes full responsibility for the acts and/or omissions of its employees or agents as they relate to the Products to be provided under this MA. Vendor shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Vendor's employees.

### **24. FORCE MAJEURE**

Neither party shall be deemed to be in violation of this MA if either is prevented from performing any of its obligations hereunder for any reason beyond its reasonable control, including but not limited to acts of God, natural disasters, earthquake, fire, flood, strikes, civil commotion, labor disputes, war, terrorism, infectious disease, and pandemics. If such an event continues for sixty (60) or more days, either party may terminate this MA by providing a written notification and shall not be liable to the other for failure to perform its obligation.

### **25. COUNTERPARTS**

This MA may be signed and delivered in two (2) counterparts, each of which, when so signed and delivered, shall be an original, but such counterparts together shall constitute the one instrument that is the MA, and the MA shall not be binding on any party until all Parties have signed it.

### **26. AUTHORIZED SIGNATURE**

The individual signing this MA warrants that he/she is authorized to do so. The Parties understand and agree that a breach of this warranty shall constitute a breach of the MA and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

### **27. SURVIVAL**

The parties' respective obligations under the following sections of this MA shall survive any termination of this MA: Sections 13 through 21, covering Transaction Reporting, Administrative Fee, Indemnification, Attorneys' Fees, Severability, Defaults, Governing Law, and Notices.

### **28. EXHIBITS**

This MA includes all documents referenced herein, whether attached hereto or otherwise incorporated by reference.

**29. ENTIRE AGREEMENT AND ORDER OF PRECEDENCE.** This MA, the RFP, Vendor's Proposal, and the NDPA are the entire agreements between the parties and supersede all prior



and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this MA will be effective unless in writing and signed by both parties. Notwithstanding any language to the contrary therein, no Vendor terms or conditions stated in Vendor 's Proposal, an invoice, or in any other documentation, will be incorporated into or form any part of this MA, and all such terms or conditions will be void. In the event of any conflict or inconsistency among the following documents, the order of precedence shall be: (1) this MA; (2) any exhibit, schedule, or addendum to this MA; (3) the NDPA; (4) the body of the PA; (5) any exhibit, schedule, or addendum to the PA; (6) Vendor's Proposal; and (7) the RFP.

**IN WITNESS WHEREOF, the parties have executed this Master Agreement as of the Effective Date.**

**Education Technology Joint Powers Authority   TekVisions, Inc**

A handwritten signature in blue ink, appearing to be "BF", written over a horizontal line.

By: Brianne Ford  
Its: President of the Board

10/31/23  
Date

A handwritten signature in blue ink, appearing to be "Thomas Cramer", written over a horizontal line.

By: Thomas Cramer  
Its: Vice President, Sales

9/15/23  
Date



## Exhibit A

## SALES QUOTE

\*\*\*\*\*Orders processed on receipt of Purchase Order\*\*\*\*\*


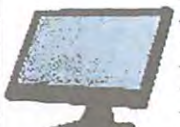




Customer: **EdTech JPA - RFP BID (APPENDIX D PRICING)**Address: **5050 Barranca Parkway, Irvine, California 92604**Phone #: **Telephone: (949) 936-5022**Contact: **Michelle Bennett**

Thomas Cramer

9/15/2023

Phone: 951-201-1119

[tom.cramer@tekvisions.com](mailto:tom.cramer@tekvisions.com)

QTY	TekVisions Part #	DESCRIPTION	UNIT \$ (US)	
	CMP-19LIGXB7	19" LightningXB, i7 Touchscreen, 8GB/256 RAM, battery, WiFi, Windows 10/11 5-year warranty	\$ 1,495.00	
	CMP-19LIGXB5	19" LightningXB, i5 Touchscreen, 8GB/256 RAM, battery, WiFi, Windows 10/11 5-year warranty	\$ 1,295.00	
	CMP-19LIGXBCEL	19" LightningXB, Celeron Touchscreen, 8GB/256 RAM, battery, WiFi, Windows 10/11 5-year warranty	\$ 1,095.00	
	TEKLIGX-i7	19" Lightning X, i7 (No Battery), Touchscreen, 8GB/256 RAM, WiFi, Windows 10/11 5-year warranty	\$ 1,295.00	
	TEKLIGX-i5	19" LightningX, i5, (No Battery), 8GB/256 RAM, Touchscreen, WiFi, Windows 10/11 5-year warranty	\$ 1,095.00	
	TEKLIGX-CEL	19" LightningX, Celeron, (No Battery), 8GB/256 RAM, Touchscreen, WiFi, Windows 10/11 5-year warranty	\$ 895.00	
	TEK320-i7	15" POS, i7, 8GB/256 RAM, Touchscreen, WiFi, Windows 10/11 3-year warranty	\$ 1,195.00	
	TEK320-i5	15" POS i5, 8GB/256 RAM, Touchscreen, WiFi, Windows 10/11 3-year warranty	\$ 995.00	
	TEK320-CEL	15" POS, Celeron, 8GB/256 RAM, Touchscreen, WiFi, Windows 10/11 3-year warranty	\$ 795.00	
	PIN-12MUA-V2T	ArmourPad, 12key membrane, Tactile, USB, w/Protective Case 1-year warranty *	\$ 170.00	
	PIN-12MUAS-V2T	ArmourScan, Built-In Scanner, 12key membrane, Tactile, USB, w/Protective Case 1-year warranty *	\$ 250.00	
	PIN-12MUAS-ORT	ArmourScan EXPRESS, 2D Orbital Scanner, 12key membrane, Tactile, USB, w/case 1-year warranty *	\$ 319.00	
	BCR-TEKTV8600B	Orbital Barcode Scanner, 2D, Black 1-year warranty *	\$ 250.00	
		<b>*UPGRADE PIN PADS AND SCANNERS TO 3-YEAR WARRANTY FOR \$39</b>		
	CMP-TEKTAB-12	12" Windows 10 Tek Tablet, CELERON (3-year warranty)	\$ 795.00	
	CMP-TEKTAB-1317	13" Windows 10 Tek Tablet, i7 (3-year warranty)	\$ 995.00	
		**Sales Tax to be added based on locality per California law		
		**CA e-cycling waste fee of \$5 per POS terminals 15" and higher/\$4 for POS 14" and under		
		FOB: LANDED		
		Terms: NET 30		
		Lead Time: ONE TO THREE WEEKS		
		Quote valid for 5-YEARS		

SUBTOTAL



Version 1.0 (10.22.20)

Ed Tech JPA

and

TekVisions, Inc

October 27, 2023



This Student Data Privacy Agreement ("DPA") is entered into on October 27, 2023 (the "Effective Date") and is entered into by and between: Education Technology Joint Powers Authority (the "Local Education Agency" or "LEA"), located at 5050 Barranca Parkway, Irvine, CA 92604, and TekVisions, Inc (the "Provider"), located at 40970 Anza Road, Temecula, CA 92592

**WHEREAS**, the Provider is providing educational or digital services to LEA.

**WHEREAS**, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("FERPA") at 20 U.S.C. § 1232g (34 CFR Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

**WHEREAS**, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

**NOW THEREFORE**, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.
2. **Special Provisions. Check if Required.**

☒ If checked, the Supplemental State Terms and attached hereto as **Exhibit "G"** are hereby incorporated by reference into this DPA in their entirety.

☒ If Checked, the Provider, has signed **Exhibit "E"** to the Standard Clauses, otherwise known as General Offer of Privacy Terms.

3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.

4. This DPA shall stay in effect for five (5) years. Exhibit E will expire five (5) years from the date the original DPA was signed.

5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit "A"** (the "Services").

6. **Notices.** All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: Michelle Bennett Title: Procurement Specialist

Address: 5050 Barranca Parkway, Irvine, CA 92604

Phone: 949-936-5022 Email: edtechjpa@iusd.org



The designated representative for the Provider for this DPA is:

Name: Thomas Cramer

Title: President

Address: 40970 Anza Road

Phone: 951-201-1119

Email: tom.cramer@tekvisions.com

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: Education Technology Joint Powers Authority

By: [Signature] Date: 10/31/23

Printed Name: Brianne Ford

Title/Position: President

PROVIDER: TEKVISIONS, INC

By: [Signature] Date: 11/15/23

Printed Name: Thomas Cramer

Title/Position: President

## STANDARD CLAUSES

Version 3.0

### ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA.** The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data
2. **Student Data to Be Provided.** In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.
3. **DPA Definitions.** The definition of terms used in this DPA is found in **Exhibit "C"**. In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other





writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

## **ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS**

1. **Student Data Property of LEA.** All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.
  
2. **Parent Access.** To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty-five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.
  
3. **Separate Account.** If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student- Generated Content to a separate account created by the student.
  
4. **Law Enforcement Requests.** Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.
  
5. **Subprocessors.** Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

## **ARTICLE III: DUTIES OF LEA**



**EDUCATION TECHNOLOGY**  
JOINT POWERS AUTHORITY

1. **Provide Data in Compliance with Applicable Laws.** LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.
2. **Annual Notification of Rights.** If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA {34 CFR § 99.31(a)(1)}, LEA shall include a specification of criteria for determining who constitutes a School Official and what constitutes a legitimate educational interest in its annual notification of rights.
3. **Reasonable Precautions.** LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.
4. **Unauthorized Access Notification.** LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

#### **ARTICLE IV: DUTIES OF PROVIDER**

1. **Privacy Compliance.** The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.
2. **Authorized Use.** The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A and/or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.
3. **Provider Employee Obligation.** Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.
4. **No Disclosure.** Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or Personally Identifiable Information contained in the Student Data other than as directed or permitted in writing by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to Subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.
5. **De-identified Data:** Provider agrees not to attempt to re-identify de-identified Student Data. De-identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes:



(1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.

6. **Disposition of Data.** Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to Article II section 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D".

7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits.

## **ARTICLE V: DATA PROVISIONS**

1. **Data Storage.** Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.
2. **Audits.** No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA. The Provider will cooperate reasonably with the LEA and any local, state, or federal agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to



reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security.** The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The Provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "F"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.
4. **Data Breach.** In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:
  - (1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:
    - i. The name and contact information of the reporting LEA subject to this section.
    - ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
    - iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
    - iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
    - v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.
  - (2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.
  - (3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including Personally Identifiable Information and agrees to provide LEA, upon request, with a summary of said written incident response plan.





- (4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.
- (5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

#### **ARTICLE VI: GENERAL OFFER OF TERMS**

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

#### **ARTICLE VII: MISCELLANEOUS**

1. **Termination.** In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.
2. **Effect of Termination Survival.** If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.
3. **Priority of Agreements.** This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.
4. **Entire Agreement.** This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.
5. **Severability.** Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the



**EDUCATION TECHNOLOGY**  
JOINT POWERS AUTHORITY

Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

6. **Governing Law: Venue and Jurisdiction.** THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.
  
7. **Successors Bound.** This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business. In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.
  
8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.
  
9. **Waiver.** No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.



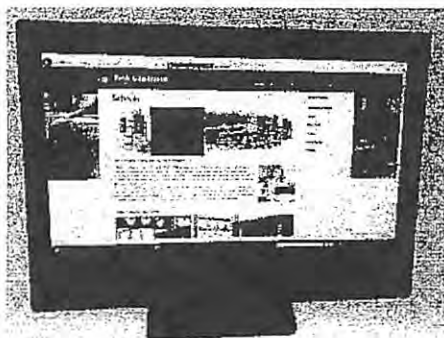
**EXHIBIT "A"**

**DESCRIPTION OF SERVICES**

[INSERT DETAILED DESCRIPTION OF PRODUCTS AND SERVICES HERE.]

IF MORE THAN ONE PRODUCT (RESOURCE) OR SERVICE IS INCLUDED, LIST EACH PRODUCT  
(RESOURCE) HERE]

(attached in pdf file form)


**Lightning XB 7**
**Intel® Core™ i7-8565U CPU 4.60Ghz**


### All-in-One Design

The Lightning XB is a complete computing solution and does not require a mouse and keyboard, making it particularly suitable for interactive kiosks and point-of-sale applications.

### Rechargeable Battery

The Lightning XB offers a rechargeable backup battery option, with two to three hours of battery power.



<b>CPU Support</b>		Intel® Core™ i7-8565U CPU 4.60Ghz
<b>System Memory</b>		8GB DDR-3L (up to 16GB)
<b>Storage</b>	<b>HDD or SSD</b>	128GB SSD (up to 512GB)
	<b>Size</b>	19.5" 16:9 LED
<b>LCD</b>	<b>Resolution</b>	1600x900
<b>Graphics</b>		Intel UHD Graphics
<b>Touch Screen</b>		Capacitive Multi-Touch (10 Point)
<b>External I/O Port</b>		4x USB 2.0
		2x USB 3.0
		1 x LAN (10/100/1000)
		1 x Audio Line-Out and 1 x Mic In
		Card reader Socket
<b>Wireless Communications</b>		Supports 802.11 b/g/n/ac Dual Band + Bluetooth 4.0
<b>Speaker</b>		2 x 2W Speaker
<b>Power</b>		External power adapter, 19V 65W
<b>EMC Safety</b>		CE, FCC Class A
<b>Environment</b>	<b>Operating Temperature</b>	0°C ~ 35°C
	<b>Storage Temperature</b>	-20°C ~ 60°C
	<b>Operating Humidity</b>	20% - 85% RH non condensing
	<b>Storage Humidity</b>	20% - 85% RH non condensing
<b>OS Support</b>		Windows 10, Windows 11
<b>Battery</b>		4 Cell Internal Battery
<b>Wall Mount</b>		VESA 100 x 100 mm

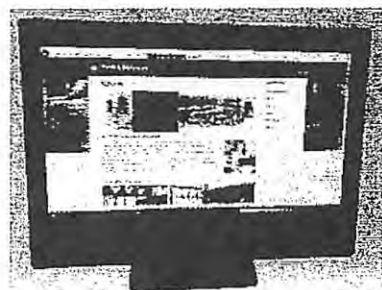
### Capacitive Multi-Touch Screen

The Lightning XB includes a large 19.5" high definition (1600 x 900) LCD display with a 16:9 aspect ratio. The 10-point multi-touch functionality utilizes capacitive technology for extra-vivid bright viewing, responsive touch and has a high level of color accuracy.





Lightning XB i5	Intel i5 10210U 4.20Ghz
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### All-in-One Design

The Lightning XB is a complete computing solution and does not require a mouse and keyboard, making it particularly suitable for interactive kiosks and point-of-sale applications.

### Rechargeable Battery

The Lightning XB offers a rechargeable backup battery option, with up to two hour of battery power in the case of sudden power outages.



CPU Support		Intel® i5-10210U 4.20 GHz
System Memory		8GB DDR-4 (up to 16GB)
Storage	HDD or SSD	256GB SSD or higher
LCD	Size	19.5" 16:9 LED
	Resolution	1600x900
Graphics		Intel UHD Graphics
Touch Screen		Capacitive Multi-Touch (10 Point)
External I/O Port		3x USB 2.0
		2x USB 3.0
		1 x LAN (10/100/1000)
		1 x Audio Line-Out and 1 x Mic In
		Card reader Socket
Wireless Communications		Supports 802.11 b/g/n/ac Dual Band + Bluetooth 4.0
Speaker		2 x 2W Speaker
Power		External power adapter, 19V 65W
EMC Safety		CE, FCC Class A
Environment	Operating Temperature	0°C ~ 35°C
	Storage Temperature	-20°C ~ 60°C
	Operating Humidity	20% - 85% RH non condensing
	Storage Humidity	20% - 85% RH non condensing
OS Support		Windows 10
Battery		4 Cell Internal Battery
Wall Mount		VESA 100 x 100 mm

### Capacitive Multi-Touch Screen

The Lightning XB includes a large 19.5" high definition (1600 x 900) LCD display with a 16:9 aspect ratio. The 10-point multi-touch functionality utilizes capacitive technology for extra-vivid bright viewing, responsive touch and has a high level of color accuracy.




**Lightning XB**
**Celeron 4205U 1.8GHz Dual Core**

**All-in-One Design**

The Lightning XB is a complete computing solution and does not require a mouse and keyboard, making it particularly suitable for interactive kiosks and point-of-sale applications.

**Rechargeable Battery**

The Lightning XB offers a rechargeable backup battery option, with up to two hour of battery power in the case of sudden power outages.



<b>CPU Support</b>		Intel Celeron 4205U 1.8GHz Dual Core
<b>System Memory</b>		8GB DDR3L (up to 16GB)
<b>Storage</b>	<b>HDD or SSD</b>	128GB SSD (up to 512GB)
	<b>Size</b>	19.5" 16:9 LED
<b>LCD</b>	<b>Resolution</b>	1600x900
		Intel UHD Graphics
<b>Graphics</b>		Capacitive Multi-Touch (10 Point)
<b>Touch Screen</b>		3x USB 2.0
<b>External I/O Port</b>		2x USB 3.0
		1 x LAN (10/100/1000)
		1 x Audio Line-Out and 1 x Mic In
		Card reader Socket
<b>Wireless Communications</b>		Supports 802.11 b/g/n/ac WLAN + Bluetooth 4.0
<b>Speaker</b>		2 x 2W Speaker
<b>Power</b>		External power adapter, 19V 65W
<b>EMC Safety</b>		CE, FCC Class A
<b>Environment</b>	<b>Operating Temperature</b>	0°C ~ 35°C
	<b>Storage Temperature</b>	-20°C ~ 60°C
	<b>Operating Humidity</b>	20% - 85% RH non condensing
	<b>Storage Humidity</b>	20% - 85% RH non condensing
<b>OS Support</b>		Windows 10 / Windows 11
<b>Battery</b>		4 Cell Internal Battery
<b>Wall Mount</b>		VESA 100 x 100 mm

**Capacitive Multi-Touch Screen**

The Lightning XB includes a large 19.5" high definition (1600 x 900) LCD display with a 16:9 aspect ratio. The 10-point multi-touch functionality utilizes capacitive technology for extra-vivid bright viewing, responsive touch and has a high level of color accuracy.





# **Tek Visions** Touchscreen Solutions

Lightning

18.5" Intel i5



CPU Support		Intel® i5
System Memory		8GB DDR4 (up to 16GB)
Storage	HDD or SSD	256GB M.2 SSD
	Size	18.5" IPS LCD
LCD	Resolution	1920 x 1080
	Brightness	300 Nits
Touch Screen		True-flat PCAP Multi-touch
External I/O Port		2 x USB 3.0
		4 x USB 2.0
		1 x LAN (10/100/1000)
		1 x Audio Line-Out and 1 x Mic In
		VGA / HDMI
Wireless Communications		Wi-Fi included
Power		External power adapter, 19V 65W
EMC Safety		CE, FCC Class A
Environment	Operating Temperature	0°C ~ 40°C
	Storage Temperature	-20°C ~ 70°C
	Operating Humidity	20% - 90% RH noncondensing
	Storage Humidity	10% - 90% RH noncondensing
OS Support		Windows 10 / Linux
Dimensions		18 3/8 W x 12 H x 1 1/2 D without stand 18 3/8 x 14 H x 8 D with stand
Wall Mount		VESA 100 x 100 mm



Front View



Side View



Rear View

## I/O Interfaces

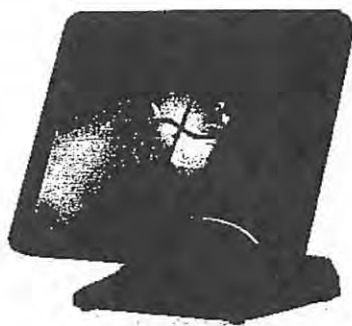


DCDC D/HDMI D/VGA 2xUSB\*2 2xUSB\*2 LAN Audio 2xUSB\*2



TEKS20	Intel Core i7
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### Features:



- Bezel free and True-flat screen
- IP65 on front panel
- Built-in MSR (optional)
- Low Profile Folding Stand

CPU Support		Intel Core i7 11 <sup>th</sup> Gen Processor
System Memory		8GB DDR4 RAM
Storage		M.2 256GB SSD
LCD	Size	15" LED LCD
	Brightness	300 Nits
	Resolution	1024 x 768
Touch Screen		Capacitive Touch Screen (P-CAP)
LAN		1 RJ-45 (10/100/1000 Mbps Giga LAN)
Wireless		Dual Channel Wireless
External I/O Port	Rear	2 x USB 3.2 + 4 x USB 2.0
		2 x DB9 Serial Port
		1 x VGA + 1 x HDMI
		1 x Mic-in / 1 x Audio Out
		1 x DC IN
		1 x Power Switch
Power		External power adapter 12V
EMC Safety		CE, FCC Class A
OS Support		Windows 10 / Windows 11 / Linux



Front View



Side View



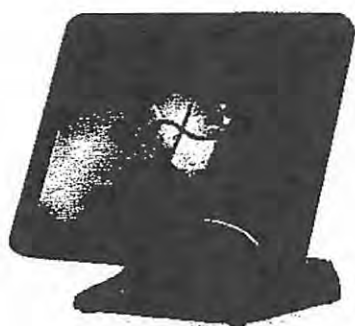
Low Profile

### I/O Interfaces





TEK3201F	Intel Core i5
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### Features:

- Bezel free and True-flat screen
- IP65 on front panel
- Built-in MSR (optional)
- Low Profile Folding Stand

CPU Support		Intel Core i5
System Memory		8GB DDR4 RAM
Storage		M.2 256GB SSD
LCD	Size	15" LED LCD
	Brightness	300 Nits
	Resolution	1024 x 768
Touch Screen		Capacitive Touch Screen (P-CAP)
LAN		1 RJ-45 (10/100/1000 Mbps Giga LAN)
Wireless		Dual Channel Wireless
External I/O Port	Rear	2 x USB 3.2 + 4 x USB 2.0
		2 x DB9 Serial Port
		1 x VGA + 1 x HDMI
		1 x Mic-in / 1 x Audio Out
		1 x DC IN
		1 x Power Switch
Power		External power adapter 12V
EMC Safety		CE, FCC Class A
OS Support		Windows 10 / Windows 11 / Linux



Front View



Side View



Low Profile

### I/O Interfaces



TEK320

Intel® Bay Trail CPU Celeron J1900 2.42GHz

**Features:**

- Bezel free and True-flat screen
- IP65 on front panel
- Fanless design
- Built-in MSR (optional)
- VFD 2\*20 digits (optional)
- Metal base
- 75mm x 75mm VESA

CPU Support		Intel Bay Trail CPU Celeron J1900 2.42GHz
System Memory		4GB RAM (1 x DDR3L SO-DIMM up to 8GB)
Storage		64GB SSD (up to 250GB)
LCD	Size	15" LED LCD
	Resolution	1024 x 768
Touch Screen		Capacitive Touch Screen (P-CAP)
LAN		1 RJ-45 (10/100/1000 Mbps Giga LAN) / Wireless
External I/O Port	Rear	3 x USB Ports / 2 x USB 3.0 ports
		3 x Serial Port
		1 x VGA
		1 x Mic-in / 1 x Audio Out
		1 x DC IN
		1 x Power Switch
Power		External power adapter 12V
EMC Safety		CE, FCC Class A
OS Support		Windows 10 IOT




**Armour Pad**
**Fully Programmable Mini-Terminal LCD Pinpad**


3 Year "No Fault" Replacement Warranty	Spill-Proof Case enclosed in Non-Slip Body Armour - Multiple Color Options
"Yank-Proof" Cable / USB port Protector System	Small Footprint
Required FDA Braille Keys	Adjustable Volume
Masking/Unmasking Controls	Compatible with your POS Software
Tactile Sensory Feedback Keys	

Number of Keys	15 (3x5) Tactile Sensory Feedback Keys
USB Interface	USB 2.0 / 1.1 Full Speed
Power Supply	5v DC, 110mA (max), USB Bus Powered
LCD Type	2 Line x 16 Character STN LCD Display
LCD Backlight	LED Backlight
Dimensions	17.1 x 9.5 x 3.5 cm, 6.75 x 3.75 x 1.375 in. (L x W x H)
Weight	9 oz / 13 oz with Protective Case
Operating Temperature	0 to 60 Degrees C (32 to 140Degrees F)
Operating Humidity	5% to 90% Non-Condensing
FCC Rating	Class B Device



"Yank-Proof" Cable Management  
System  
(No Port Damage)

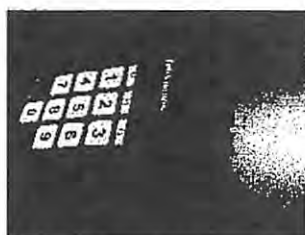


Optional Wall or Counter Mount

**Armour-Scan**
**Fully Programmable Mini-Terminal LCD Pinpad**


3 Year "No Fault" Replacement Warranty	Spill-Proof Case enclosed in Non-Slip Body Armour - Multiple Color Options
"Yank-Proof" Cable / USB port Protector System	Small Footprint
Required FDA Braille Keys	Adjustable Volume
Masking/Unmasking Controls	Compatible with your POS Software
Tactile Sensory Feedback Keys	

Number of Keys	15 (3x5) Tactile Sensory Feedback Keys
USB Interface	USB 2.0 / 1.1 Full Speed
Power Supply	5v DC, 110mA (max), USB Bus Powered
LCD Type	2 Line x 16 Character STN LCD Display
LCD Backlight	LED Backlight
Barcode Scanner	Front Mounted, Visible RED Beam With CCD Image Sensor. Code128, EAN-13, EAN-8, Code39, UPC-A, UPC-E, Codabar, Interleaved 2 of 5, ISBN, Code 93, UCC/EAN-128, GS1 Databar
Dimensions	17.1 x 9.5 x 3.5 cm, 6.75 x 3.75 x 1.375 in. (L x W x H)
Weight	9 oz / 13 oz with Protective Case
Operating Temperature	0 to 60 Degrees C (32 to 140Degrees F)
Operating Humidity	5% to 90% Non-Condensing
FCC Rating	Class B Device



"Yank-Proof" Cable Management System  
(No Port Damage)

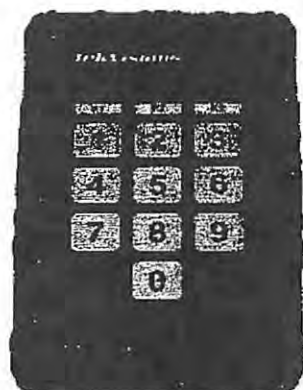


Optional Wall or Counter Mount



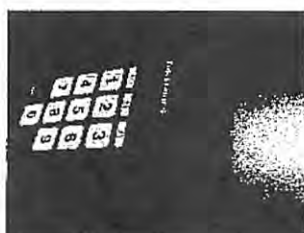
# ArmourScan EXPRESS

## Mini-Terminal Pinpad w/built-in Orbital Scanner



1 and 3-Year "No Fault" Replacement Warranty	Spill-Proof Case enclosed in Non-Slip Body Armour - Multiple Color Options
"Yank-Proof" Cable / USB port Protector System	Small Footprint/Save Space
Reads Barcodes and QR Codes	Adjustable Volume
Masking/Unmasking Controls	Compatible with your POS Software
Tactile Sensory Feedback Keys	Reads Mobile/Cell Phones

Number of Keys	15 (3x5) Tactile Sensory Feedback Keys
USB Interface	USB 2.0 / 1.1 Full Speed
Power Supply	5v DC, 110mA (max), USB Bus Powered
LCD Type	2 Line x 16 Character STN LCD Display
LCD Backlight	LED Backlight
Barcode Scanner	Front Mounted, Visible RED Beam With CCD Image Sensor. Code128, EAN-13, EAN-8, Code39, UPC-A, UPC-E, Codabar, Interleaved 2 of 5, ISBN, Code 93, UCC/EAN-128, GS1 Databar
Dimensions	17.1 x 9.5 x 3.5 cm, 6.75 x 3.75 x 1.375 in. (L x W x H)
Weight	9 oz / 13 oz with Protective Case
Operating Temperature	0 to 60 Degrees C (32 to 140Degrees F)
Operating Humidity	5% to 90% non-Condensing
FCC Rating	Class B Device



"Yank-Proof" Cable Management System  
(No Port Damage)



Optional Wall or Counter Mount



# **Tek Visions** Touchscreen Solutions

**TEK-8600****Omni-Directional Barcode Scanner**

TEK-8600 is an omni-directional 2D desktop scanner with advanced CMOS image recognition technology.

Can easily read barcodes, as well as images of barcodes on cell phones! Students won't lose those!

Contact us for more information and our "try before you buy" program!

<b>Light Source</b>	Red LED
<b>Decoding Speed</b>	100 CM/S
<b>Symbologies</b>	1D : UPC-A, UPC-E, EAN-8, EAN-13, Code 128, GS1-128, Code 39, Code 32, Code 93, Code 11, Interleaved 2 of 5, Matrix 2 of 5, Industrial 2 of 5 (Straight 2 of 5), Codabar (NW-7), MSI, GS1 Databar (Omnidirectional, Limited, Expanded), etc.  2D: QR Code, Micro QR Code, Data Matrix, PDF417, Micro PDF 417, Aztec, etc.
<b>Resolution</b>	1D : $\geq 3\text{mil}$ , 2D : $\geq 8.7\text{mil}$ @PCS90%
<b>Scan Angle</b>	Roll : $\pm 360^\circ$ , Pitch : $\pm 70^\circ$ or greater, Yaw : $\pm 65^\circ$ or greater
<b>View</b>	Horizontal $62^\circ \times$ Vertical $41^\circ$
<b>Scan Mode</b>	Auto sense
<b>Data Interface</b>	USB
<b>Ambient Light</b>	Dark Environment, Indoor natural light
<b>Input Voltage</b>	5V DC
<b>DC Current</b>	290mA Working
<b>Operating Temp</b>	$-20^\circ\text{C} \sim 55^\circ\text{C}$
<b>Relative Humidity</b>	5%~95% (non-condensing)

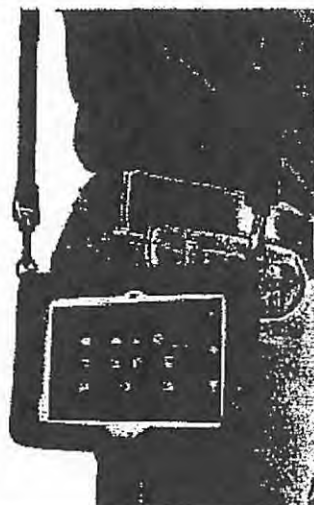




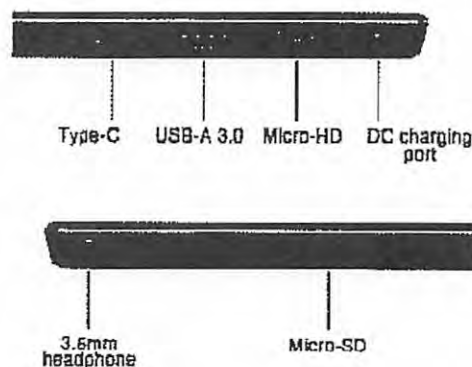
# Tek Visions

Touchscreen Solutions

Tekvisions 12" Tablet Intel Celeron 2.6GHz

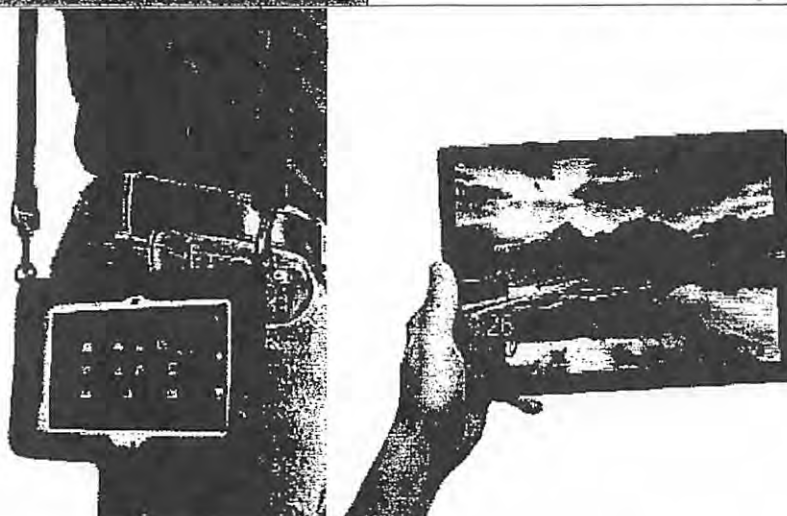


CPU Support		2.6GHz Intel N4120
System Memory		8 GB RAM
Storage		256 GB SSD
LCD	Size	12"
	Resolution	2160 x 1440
	Aspect Ratio	3:2
Touch Screen		10 Point Multi Touch
WiFi/Bluetooth		2.4G and 5G Wireless Lan / Bluetooth 5.0
Camera		5.0MP rear / 2.0MP front
Ports and Connectors		4x USB, 1x USB C, Micro HD, Micro SD card reader
Battery		5000 mAh (up to 10 hours battery life)
OS Support		Windows / Google Chrome Flex



# **Tek Visions** Touchscreen Solutions

<b>Tekvisions 13" Tablet</b>	<b>Intel i7 7Y75 3.6GHz</b>
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CPU Support		Intel i7 7Y75 3.6GHz
System Memory		8 GB RAM
Storage		256 GB SSD
LCD	Size	13"
	Resolution	2160 x 1440
	Aspect Ratio	3:2
Touch Screen		10 Point Multi Touch
WiFi/Bluetooth		2.4G and 5G a/b/g/n/ac Wireless Lan / Bluetooth 4.2
Camera		5.0MP rear / 2.0MP front
Ports and Connectors		4x USB, 1x USB C, Micro HDMI
Battery		5000 mAh, 7.6v (up to 10 hours battery life)
OS Support		Windows / Google Chrome Flex



**EXHIBIT "B"**  
**SCHEDULE OF DATA**

<b>Category of Data</b>	<b>Elements</b>	<b>Check if Used by Your System</b>
<b>Application Technology Meta Data</b>	IP Addresses of users, Use of cookies, etc.	
	Other application technology meta data- Please specify:	
<b>Application Use Statistics</b>	Meta data on user interaction with application	
<b>Assessment</b>	Standardized test scores	
	Observation data	
	Other assessment data-Please specify:	
<b>Attendance</b>	Student school (daily) attendance data	
	Student class attendance data	
<b>Communications</b>	Online communications captured (emails, blog entries)	

Conduct	Conduct or behavioral data	
Demographics	Date of Birth	
	Place of Birth	
	Gender	
	Ethnicity or race	
	Language information (native, or primary language spoken by student)	
	Other demographic information-Please specify:	
Enrollment	Student school enrollment	
	Student grade level	
	Homeroom	
	Guidance counselor	
	Specific curriculum programs	
	Year of graduation	

**EDUCATION TECHNOLOGY**  
JOINT POWERS AUTHORITY

	Other enrollment information-Please specify:	
Parent/Guardian Contact Information	Address	
	Email	
	Phone	

Category of Data	Elements	Check if Used by Your System
Parent/Guardian ID	Parent ID number (created to link parents to students)	
Parent / Guardian Name	First and/or Last	
Schedule	Student scheduled courses	
	Teacher names	
Special Indicator	English language learner information	
	Low income status	
	Medical alerts/ health data	
	Student disability information	
	Specialized education services (IEP or 504)	
	Living situations (homeless/foster care)	
	Other indicator information-Please specify:	



<b>Student Contact Information</b>	<b>Address</b>	
	<b>Email</b>	
	<b>Phone</b>	
<b>Student Identifiers</b>	<b>Local (School district) ID number</b>	
	<b>State ID number</b>	
	<b>Provider/App assigned student ID number</b>	
	<b>Student app username</b>	
	<b>Student app passwords</b>	
<b>Student Name</b>	<b>First and/or Last</b>	
<b>Student In App Performance</b>	<b>Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)</b>	
<b>Student Program Membership</b>	<b>Academic or extracurricular activities a student may belong to or participate in</b>	
<b>Student Survey Responses</b>	<b>Student responses to surveys or questionnaires</b>	



Student work	Student generated content; writing, pictures, etc.	
	Other student work data -Please specify:	
Transcript	Student course grades	
	Student course data	
	Student course grades/ performance scores	

Category of Data	Elements	Check if Used By Your System
	Other transcript data - Please specify:	
Transportation	Student bus assignment	
	Student pick up and/or drop off location	
	Student bus card ID number	
	Other transportation data - Please specify:	



Other	Please list each additional data element used, stored, or collected by your application:	
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable .	



### **EXHIBIT "C:" DEFINITIONS**

**De-Identified Data and De-Identification:** Records and information are considered to be de-identified when all Personally Identifiable Information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

**Educational Records:** Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

**Metadata:** means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

**Operator:** means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K-12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

**Originating LEA:** A local education agency who originally executes the DPA in its entirety with the Provider.

**Provider:** For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

**Student Generated Content:** The term "student-generated content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

**School Official:** For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of Personally Identifiable Information from Education Records.

**Service Agreement:** Refers to the Contract and/or Terms of Service and/or Terms of Use.

**Student Data:** Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to,

information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline





records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in Exhibit "B" is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services.

**Subprocessor:** For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

**Subscribing LEA:** An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

**Targeted Advertising:** means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted Advertising" does not include any advertising to a student on an internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

**Third Party:** The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

#### **EXHIBIT "D"**

#### **DIRECTIVE FOR DISPOSITION OF DATA**



Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

Disposition is partial. The categories of data to be disposed of are set forth below or are found in

an attachment to this Directive:

[Insert categories of data here]

Disposition is Complete. Disposition extends to all categories of data.

2. Nature of disposition

Disposition shall be by destruction or deletion of data.

Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[Insert or attach special instructions]

*LA*

3. Schedule of Disposition

Data shall be disposed of by the following date:

As soon as commercially practicable. By

4. Signature

*[Handwritten signature]*

Authorized Representative of LEA

Date

5. Verification of Disposition of Data

Authorized Representative of Company

Date

**EXHIBIT "E"**  
**GENERAL OFFER OF PRIVACY TERMS**



### 1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and Education Technology joint Powers Authority

("Originating LEA") which is dated 10/27/23, to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products listed in the originating Service Agreement; or five (5) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed Exhibit "E" to Provider at the following email address:

**PROVIDER: TekVisions, Inc**

By: [Signature] Date: 9/15/23

Printed Name: Thomas Cramer Title/Position: President

### 2. Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the

and the Provider. **\*\*PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VI, SECTION 5. \*\***

**LEA:**

BY: [Signature] Date:                     

Printed Name:                      Title/Position:                      SCHOOL

DISTRICT NAME:                     

DESIGNATED REPRESENTATIVE OF LEA:                     

Name:                      Title:                     

Address:                      Telephone Number:                     

Email:                     

### **EXHIBIT "F"** **DATA SECURITY REQUIREMENTS**

**Adequate Cybersecurity Frameworks**

2/24/2020



The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles\* ("Cybersecurity Frameworks") that may be utilized by Provider.

#### Cybersecurity Frameworks

MAINTAINING ORGANIZATION/GROUP		FRAMEWORK(S)
	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
	International Standards Organization	Information technology - Security techniques - Information security management systems (ISO 27000 series)
	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit [http:// www.edspex.org](http://www.edspex.org) for further details about the noted frameworks.

\*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

#### **EXHIBIT "G"** **Supplemental SDPC State Terms for California**

**Version 1.0**



This Amendment for SDPC State Terms for California ("**Amendment**") is entered into on the date of full execution (the "**Effective Date**") and is incorporated into and made a part of the Student Data Privacy Agreement ("**DPA**") by and between: Education Technology Joint Powers Authority, located at 5050 Barranca Parkway, Irvine, CA 92604 (the "**Local Education Agency**" or "**LEA**") and Tekvisions, Inc, located at 40970 Anza Road, Temecula, CA 92592 (the "**Provider**").

All capitalized terms not otherwise defined herein shall have the meaning set forth in the DPA.

**WHEREAS**, the Provider is providing educational or digital services to LEA, which services include: (a) cloud-based services for the digital storage, management, and retrieval of pupil records; and/or (b) digital educational software that authorizes Provider to access, store, and use pupil records; and

**WHEREAS**, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 C.F.R. Part 99); the Protection of Pupil Rights Amendment ("**PPRA**") at 20 U.S.C. § 1232h; and the Children's Online Privacy Protection Act ("**COPPA**") at 15 U.S.C. § 6501-6506 (16 C.F.R. Part 312), accordingly, the Provider and LEA have executed the DPA, which establishes their respective obligations and duties in order to comply with such applicable laws; and

**WHEREAS**, the Provider will provide the services to LEA within the State of California and the Parties recognizes the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable California laws and regulations, such as the Student Online Personal Information Protection Act ("**SOPIPA**") at California Bus. & Prof. Code § 22584; California Assembly Bill 1584 ("**AB 1584**") at California Education Code section 49073.1; and other applicable state privacy laws and regulations; and

**WHEREAS**, the Provider and LEA desire to enter into this Amendment for the purpose of clarifying their respective obligations and duties in order to comply with applicable California state laws and regulations.

**NOW, THEREFORE**, for good and valuable consideration, LEA and Provider agree as follows:

**Term.** The term of this Amendment shall expire on the same date as the DPA, unless otherwise terminated by the Parties.

**Modification to Article IV, Section 7 of the DPA.** Article IV, Section 7 of the DPA (Advertising Limitations) is amended by deleting the stricken text as follows:

Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); ~~or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits.~~

IN WITNESS WHEREOF, LEA and Provider execute this Amendment as of the Effective Date.

**LEA: Education Technology Joint Powers Authority**



By: BFD Date: 10/31/23  
Printed Name: Brianne Ford Title/Position: President

**PROVIDER: Tekvisions, Inc**

By: Thomas Cramer Date: 9/15/23  
Printed Name: Thomas Cramer Title/Position: President





TekVisions Inc.  
40970 Anza Road  
Temecula, CA 92592  
phone (800) 466-8005  
fax (951) 506-4035

## SALES QUOTE

\*\*\*\*\*Orders processed on receipt of Purchase Order\*\*\*\*\*

Customer: Hanford Elementary SD  
Address: 714 N White St  
Hanford, CA 93230  
Phone #: 559-585-3600  
Contact: Anneliese Roa

Salesman: Tom Cramer  
Quote Date: 05/24/24

QTY	TekVisions Part #	DESCRIPTION	UNIT \$ (US)	EXT.	COMMENTS
17	CMP-195LIGXBI7BCL	19" LightningXB, i7 processor, 8GB RAM, 500GB SSD, Touchscreen, DB WiFi, Built-in Battery, Stand	\$1,495.00	\$ 25,415.00	
		5 Year Warranty			
17	CON-CAELECRC	CA eWaste Fee	\$5.00	\$ 85.00	
32	PIN-12MUAS-V2T	ArmourScan pin pad, 12key membrane w/Scanner, Tactile, USB, w/Protective Case	\$250.00	\$ 8,000.00	
		1 Year Warranty			
		Preset for Customer's software			
		Available thru EdTech JPA contract #23/24-01			
		FOB: LANDED			
		TERMS: NET 30 w/Purchase Order			
		LEAD TIME: 7-10 business days ARO			
		Quote valid for 60 days			

**SUBTOTAL** \$33,500.00  
**7.25% Tax** \$2,422.59  
**Shipping** \$0.00  
**TOTAL** \$35,922.59

*Options not included in total*

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/12/2024

**ITEM:**

Consider approval of bond counsel agreement.

**PURPOSE:**

The District will need the expertise of bond counsel for the potential issuance of bonds. Katie Dobson from Jones Hall has such expertise and comes with considerable local experience. Please note that the financial terms that are detailed in the agreement are contingent on a successful bond election.

**FISCAL IMPACT:**

Pre-election services will be invoiced at the flat rate of \$4,500 and will be paid with General Fund dollars. A fee of \$40,000 will be paid for each series of bonds issued, along with a \$15,000 fixed fee for disclosure work related to the Official Statement. There is also a provision for reimbursement up to \$1,500 for out-of-pocket expenses detailed in the contract.

**RECOMMENDATIONS:**

Approve the agreement.



## LEGAL SERVICES AGREEMENT

### BY AND BETWEEN THE HANFORD ELEMENTARY SCHOOL DISTRICT AND JONES HALL, A PROFESSIONAL LAW CORPORATION, FOR BOND COUNSEL AND DISCLOSURE COUNSEL SERVICES IN CONNECTION WITH GENERAL OBLIGATION BOND PROCEEDINGS

THIS AGREEMENT is entered into this \_\_\_\_ day of June, 2024, by and between the HANFORD ELEMENTARY SCHOOL DISTRICT (the "District") and JONES HALL, A PROFESSIONAL LAW CORPORATION ("Attorneys");

#### **WITNESSETH:**

**WHEREAS**, the District intends to call a general obligation bond election at which it will seek authorization to issue general obligation bonds (the "Bonds") pursuant to the laws of the State of California;

**WHEREAS**, in the event the District receives said voter authorization, it intends to issue said Bonds in one or more series pursuant to the laws of the State of California;

**WHEREAS**, in connection with such proceedings, including the bond election relating thereto, the District requires the advice and assistance of nationally recognized Bond Counsel and Disclosure Counsel;

**WHEREAS**, from time to time the District enters into financing arrangements that require the advice of Bond Counsel;

**WHEREAS**, Attorneys are qualified by training and experience to perform the services of Bond Counsel and Disclosure Counsel and Attorneys are willing to provide such services to the District; and

**WHEREAS**, the public interest, economy and general welfare will be served by this Agreement;

#### **NOW, THEREFORE, THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:**

In consideration of the foregoing and the mutual covenants contained in this Agreement, the District and Attorneys agree as follows:

**Section 1. Attorney-Client Relationship.** Upon execution of this Agreement, the District will be Attorney's client and an attorney-client relationship will exist between the District and Attorneys. Attorneys assume that all other parties participating in the bond financing will retain such counsel as they deem necessary and appropriate to represent their interests in connection with the issuance of the bonds. Attorneys further assume that all other parties understand that in this transaction Attorneys represent only the District, Attorneys are not counsel to any other party, and Attorneys are not acting as an intermediary among the parties. Attorneys' services as bond counsel and disclosure counsel are limited to those contracted for in this Agreement; the District's execution of this Agreement will constitute an acknowledgment of those limitations.

Attorneys' representation of the District will not affect, however, our responsibility to render an objective Bond Opinion.

**Section 2. Scope of Engagement as Bond Counsel.** Attorneys shall perform all of the following services as bond counsel in connection with the issuance and sale of the Bonds for the purpose of providing financing for the projects:

- a. Consultation and cooperation with the District and District staff to assist in the formulation of a coordinated financial and legal approval and issuance of the Bonds.
- b. Preparation of all legal proceedings for the lawful calling of the election for the Bonds, including preparation of a resolution of the governing board of the District calling the Bond election, and advising District during the election period with respect to appropriate informational and non-partisan activities.
- c. Preparation of all legal proceedings for the authorization, issuance and delivery of the Bonds by the District; including (a) preparation of a resolution of the governing board of the District authorizing the issuance and sale of the Bonds and approving related documents and actions, (b) preparation of all related financing documents, (c) preparation of all documents required for the closing of the issue, (d) supervising the closing, and (e) preparation of all other proceedings incidental to or in connection with the issuance and sale of the Bonds.
- d. Advising the District, from the time Attorneys are hired as Bond Counsel until the Bonds are issued, as to compliance with federal tax law as required to ensure that interest on the Bonds is exempt from federal income taxation (assuming such issue is issued on a tax-exempt basis).
- e. Upon completion of proceedings to Attorneys' satisfaction, providing a legal opinion (the "Bond Opinion") approving the validity and enforceability of the proceedings for the authorization, issuance and delivery of the Bonds, and stating that interest on the Bonds is (a) excluded from gross income for purposes of federal income taxes and (b) exempt from California personal income taxation. The Bond Opinion will be addressed to the District, and may also be addressed to the underwriter of the Bonds and other participants in the financing. The Bond Opinion shall be modified, as appropriate, if any portion of the Bonds is issued on a taxable basis.
- f. Review those sections of the official statement or other form of offering or disclosure document to be disseminated in connection with the sale of the Bonds involving summary descriptions of the Bonds, the legal proceedings leading to the authorization and sale of the Bonds, the legal documents under which the Bonds will be issued, and federal tax law and securities law provisions applicable to the Bonds, as to completeness and accuracy.
- g. Assist the District in presenting information to bond rating organizations and providers of credit enhancement relating to legal issues affecting the issuance of the Bonds.

- h. Such other and further services as are normally and traditionally performed by bond counsel in connection with similar financings.

Attorneys' Bond Opinion will be delivered by Attorneys on the date the Bonds are exchanged for their purchase price (the "Closing").

The Bond Opinion will be based on facts and law existing as of its date, will cover certain matters not directly addressed by such authorities, and will represent Attorneys' judgment as to the proper treatment of the Bonds for federal income tax purposes. Attorneys' opinion is not binding on the Internal Revenue Service ("IRS") or the courts. Attorneys cannot and will not give any opinion or assurance about the effect of future changes in the Internal Revenue Code of 1986 (the "Code"), the applicable regulations, the interpretation thereof or the enforcement thereof by the IRS. District acknowledges that future legislation, if enacted into law, or clarification of the Code may cause interest on the Bonds to be subject, directly or indirectly, to federal income taxation, or otherwise prevent owners of the Bonds from realizing the full current benefit of the tax status of such interest. The introduction or enactment of any such future legislation or clarification of the Code may also affect the market price for, or marketability of, the Bonds. Attorneys will express no opinion regarding any pending or proposed federal tax legislation.

In rendering the Bond Opinion, Attorneys will rely upon the certified proceedings and other certifications of public officials and other persons furnished to Attorneys without undertaking to verify the same by independent investigation, and Attorneys will assume continuing compliance by the District with applicable laws relating to the Bonds.

**Section 3. Scope of Engagement as Disclosure Counsel.** Attorneys shall perform all of the following services as disclosure counsel in connection with the issuance and sale of the Bonds:

- a. Prepare the disclosure document to be reviewed by potential Bond investors, known as the Official Statement (both preliminary and final), or other disclosure documents in connection with the offering of the Bonds.
- b. Confer and consult with the officers and administrative staff of the District as to matters relating to the Official Statement.
- c. Attend meetings either in person or via teleconference at which the Official Statement is to be discussed, as deemed necessary by Attorneys for the proper exercise of their due diligence with respect to the Official Statement, or when specifically requested by the District to attend.
- d. On behalf of the District, prepare the bond purchase contract or official notice of sale pursuant to which the Bonds will be sold and a continuing disclosure certificate of the District to assist the underwriter with complying with Securities and Exchange Commission Rule 15c2-12.
- e. Subject to the completion of proceedings to the satisfaction of Attorneys, provide a letter of Attorneys addressed to the District and the underwriter that, although Attorneys are not passing upon and do not assume any responsibility for the accuracy, completeness or fairness of the statements contained in the Official Statement and make no representation that Attorneys have independently verified the accuracy, completeness or fairness of any such statements, no facts have come to Attorneys' attention that cause Attorneys to believe that the Official

Statement as of the date of the Official Statement or the date of Closing contains any untrue statement of a material fact or omits to state any material fact necessary in order to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided that Attorney's may exclude from said statement any financial and statistical data and forecasts, numbers, estimates, assumptions and expressions of opinion, and information concerning bond insurance (if any) or the Depository Trust Company and the book-entry system for the Bonds.

**Section 4. Excluded Services.** Our duties in this engagement are limited to those expressly set forth above in Section 2 and Section 3, except as expressly set forth in a written amendment to this Agreement. Among other things, our duties do not include:

- a. Preparing requests for tax rulings from the Internal Revenue Service, or "no-action" letters from the Securities and Exchange Commission.
- b. Preparing blue sky or investment surveys with respect to the Bonds, or performing research regarding the District's past compliance with regard to prior undertakings pursuant to Securities and Exchange Commission Rule 15c2-12, if any.
- c. Except as described in paragraph 2(b) above, drafting state constitutional or legislative amendments.
- d. Pursuing test cases or any other litigation, such as contested validation actions or legal challenges which arise during the election proceedings.
- e. Making an investigation or expressing any view as to the creditworthiness of the District or the Bonds.
- f. After Closing, providing advice concerning any actions necessary to assure compliance with any continuing disclosure undertaking under Securities and Exchange Commission Rule 15c2-12.
- g. Representing the District in Internal Revenue Service examinations, audits or inquiries, or Securities and Exchange Commission investigations.
- h. After Closing, unless specifically requested to do so by District, and agreed to by Attorneys, providing continuing advice to the District or any other party concerning any actions that need to be taken regarding the Bonds; e.g., actions necessary to assure that interest paid on the Bonds will continue to be excludable from gross income for federal income tax purposes (e.g., our engagement does not include rebate calculations for the Bonds).
- i. Reviewing or opining on the business terms of, validity, or federal tax consequences of any investment agreement that the District may choose as an investment vehicle for the proceeds of the Bonds, unless the District and Attorneys agree on the terms of such review and compensation for such review.
- j. Reviewing or opining on the business terms of, validity, or federal tax consequences of any derivative financial products, such as an interest rate swap agreement, that the District may choose to enter into in connection

with the issuance of the Bonds, unless the District and Attorneys agree on the terms of such review and compensation for such review.

- k. Reviewing, advising or opining on service contracts relating to proposed bond projects such as architect contracts, construction contracts or the methods of obtaining said services, or providing advice or opining on or reviewing applications relating to federal or state grant programs or other matching fund programs.
- l. Other than explaining legal requirements or considerations, advising on financial or business decisions with respect to a proposed issue, such as the par amount of the debt to be issued or other pricing variables.
- m. Addressing any other matter not specifically set forth above that is not required to render our Bond Opinion.

**Section 5. Conflicts; Prospective Consent.** Attorneys represent many political subdivisions, investment banking firms and financial advisory firms. It is possible that during the time that Attorneys are representing the District, one or more of Attorneys present or future clients will have transactions with the District. It is also possible that Attorneys may be asked to represent, in an unrelated matter, one or more of the entities involved in the issuance of the Bonds. Attorneys do not believe such representation, if it occurs, will adversely affect Attorneys' ability to represent you as provided in this Agreement, either because such matters will be sufficiently different from the issuance of the Bonds so as to make such representations not adverse to our representation of you, or because the potential for such adversity is remote or minor and outweighed by the consideration that it is unlikely that advice given to the other client will be relevant to any aspect of the issuance of the Bonds. Execution of this Agreement will signify the District's consent to Attorneys' representation of others consistent with the circumstances described in this paragraph.

**Section 6. Compensation.** For the services of Attorneys performed pursuant to the terms of this Agreement occurring prior to the election date, the flat fee to be paid by the District is \$4,500. Pursuant to California Attorney General Opinion No. 13-304 any pre-election services performed outside of the necessary legal processes will be billed separately and paid from a source other than cost of issuance proceeds of the bonds.

(a) **Bond Counsel Services: Bond Issuance.** For the services of Attorneys listed in Section 2 as Bond Counsel, the fee per series of bonds issued shall be \$40,000. In addition, reimbursable expenses are payable in an amount not to exceed \$1,500. Said fees are entirely contingent upon the successful passage of the ballot measure and sale of the bonds.

(b) **Disclosure Counsel Services:** For the Services of Attorneys as Disclosure Counsel, the fee is \$15,000 per series. Said fees are entirely contingent upon the successful passage of the ballot measure and sale of the bonds.

The foregoing fees are not set by law but are negotiable between Attorneys and the District. To the extent the District requires Bond Counsel and/or Disclosure Counsel services in connection with other financings not described herein which Attorneys are qualified to provide, this Agreement may be supplemented by addenda providing the applicable fee.

## **Section 7. Responsibilities of the District.**

(a) **General.** The District will cooperate with Attorneys and furnish Attorneys with certified copies of all proceedings taken by the District , or otherwise deemed necessary by Attorneys to render an opinion upon the validity of the proceedings. During the course of this engagement, Attorneys will rely on District to provide Attorneys with complete and timely information on all developments pertaining to any aspect of the Bonds and their security. Attorneys are not responsible for costs and expenses incurred incidental to the actual issuance and delivery of the Bonds, including the cost of preparing certified copies of proceedings required by Attorneys in connection with the issuance of the Bonds, and printing and publication costs.

(b) **Federal Tax Law-Related Responsibilities.** The Code imposes various restrictions, conditions and requirements relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Bonds. As a condition of Attorneys issuing their opinion, you will be required to make certain representations and covenants to comply with certain restrictions designed to ensure that interest on the Bonds will not be included in federal gross income. Inaccuracy of these representations or failure to comply with these covenants may result in interest on the Bonds being included in gross income for federal income tax purposes, possibly from the date of original issuance of the Bonds. Attorneys' opinion will assume the accuracy of these representations and compliance with these covenants. Attorneys will not undertake to determine (or to inform any person) whether any actions taken (or not taken) or events occurring (or not occurring) after the date of issuance of the Bonds may adversely affect the value of, or the tax status of interest on, the Bonds. In this regard, the District agrees to familiarize itself with the relevant requirements and restrictions necessary for the Bonds to qualify for exemption from federal income taxation and to exercise due diligence both before and after issuance of the Bonds in complying with these requirements.

**Section 8. Independent Contractor.** Attorneys will act as an independent contractor in performing the services required under this Agreement, and under no circumstances shall Attorneys be considered an agent, partner, or employee of the District.

**Section 9. Assignment.** Attorneys may not assign their rights or delegate their obligations under this Agreement, in whole or in part, except with the prior written consent of the District.

## **Section 10. Termination of Agreement.**

(a) **Termination by District.** This Agreement may be terminated at any time by the District with or without cause upon written notice to Attorneys.

(b) **Termination by Attorneys.** This Agreement may be terminated by Attorneys upon 15 days' written notice to the District if the District fails to follow written legal advice given by Attorneys.

(c) **Consequences of Termination.** In the event of termination, all finished and unfinished documents shall at the option of the District become its property and shall be delivered to the District by Attorneys.

\* \* \* \* \*

IN WITNESS WHEREOF, the District and Attorneys have executed this Agreement as of the date first above written.

**HANFORD ELEMENTARY SCHOOL  
DISTRICT**

By \_\_\_\_\_  
Superintendent

**JONES HALL, A PROFESSIONAL LAW  
CORPORATION**

By \_\_\_\_\_  
Shareholder

## HANFORD ELEMENTARY SCHOOL DISTRICT

**AGENDA REQUEST FORM**

TO: Joy C. Gabler

FROM: David Endo

DATE: 06/03/2024

FOR: ☒ Board Meeting  
☐ Superintendent's Cabinet

FOR: ☐ Information  
☒ Action

Date you wish to have your item considered: 06/12/2024

**ITEM:**

Consider approval of the financial advisor contract.

**PURPOSE:**

An agreement with Isom Advisors has been included for your consideration for financial advisory services.

**FISCAL IMPACT:**

Fiscal impact is contingent on a successful bond campaign.

**RECOMMENDATIONS:**

Approve the financial advisor contract.



## CONSULTING SERVICES AGREEMENT

This CONSULTING SERVICES AGREEMENT (this “Agreement”) is dated as of the latest date set forth on the signature page hereto (the “Effective Date”) and is entered into by and between Isom Advisors, a Division of Urban Futures Inc., a California corporation (“Advisor”), and Hanford Elementary School District (“District”).

### RECITALS

WHEREAS, District wishes to issue certain bonds (the “Bonds”) and desires that Advisor provide to District certain Consulting Services (defined below) with respect to the Bonds; and

WHEREAS, Advisor desires to provide to District certain Consulting Services with respect to the Bonds on the terms and subject to the conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants, agreements, representations, and warranties contained in this Agreement, the parties agree as follows:

### AGREEMENT

1. **CONSULTING SERVICES.** District hereby retains Advisor to perform (i) the financial planning services set forth on Exhibit A hereto (“the Financial Planning Services”), (ii) the financial advisory services set forth on Exhibit B hereto (“the Financial Advisory Services”); and (iii) the Continuing Disclosure services set forth on Exhibit C hereto (the “Continuing Disclosure Services”); and (iv) the Annual Debt Transparency Report (“ADTR”) services set forth on Exhibit D hereto (the “ADTR Services”); and Advisor hereby agrees to perform the Consulting Services pursuant to the terms and conditions of this Agreement.

From time to time, Isom Advisors may provide non municipal advisory services including, but not limited to placement of loans/leases, disclosure services without materiality analysis, and other administrative functions.

2. **INDEPENDENT REGISTERED MUNICIPAL ADVISOR (“IRMA”).** If acting in the capacity of an Independent Registered Municipal Advisor (“IRMA”) with regard to the IRMA exemption of the SEC Rule, the Advisor will review all third-party recommendations submitted to the Advisor in writing by the District.

3. **EFFECTIVE DATE, TERM AND CONDITIONS.** This Agreement shall be effective as of the Effective Date and shall remain in effect until (i) the 5-year (five-year) anniversary of the Effective Date (the “Term”) or (ii) until the Agreement is terminated as set forth below. The parties may extend the Term for successive 1-year (one-year) periods upon mutual written agreement, or otherwise as the parties may agree in writing.

4. **COMPENSATION.** Compensation for the Consulting Services provided to District pursuant to this Agreement shall be as set forth in this Section 4. All fees and expenses are contingent on the success of the election with exception to Continuing Disclosure Services. Fees for Financial Planning Services, Continuing Disclosure Services, and ADTR Services shall

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be paid from the District's general fund or other allowable sources. Fees for Financial Advisory Services shall be paid out of proceeds received by the District resulting from the sale of Bonds.

a. Fees.

i. For Financial Planning Services, District shall pay to Advisor a fee of Twenty-Five Thousand Dollars (\$25,000) payable upon the closing of the first series of Bonds or successful parcel tax measure.

ii. For Financial Advisory Services, District shall pay to Advisor a fee not to exceed Sixty-Five Thousand Dollars (\$65,000) for each series of Bonds sold, payable upon the closing of each series of Bonds (including, without limitation, the first).

iii. For Continuing Disclosure Services, District shall pay an annual fee of Three Thousand Dollars (\$3,000) for the filing of customary continuing disclosure documents for each year of the Term existing after a closing of a series of GO Bonds.

iv. For Annual Debt Transparency Report ("ADTR") services, the District shall pay an annual fee of Two Hundred Fifty Dollars (\$250) per report filing, for the documentation and filing of the requirements pursuant to SB 1029, which requires individual filings for each debt issuance to be completed by January 31<sup>st</sup> of each year.

b. Expenses.

i. District shall reimburse Advisor for out-of-pocket expenses incurred by Advisor in the course of performance of Consulting Services at the actual cost of such expenses, not to exceed Two Thousand Five Hundred Dollars (\$2,500). Payment for any expenses pursuant to this Section 4(b) shall be made at the next following due date for payment of a fee pursuant to Section 4(a).

5. **COVENANTS.**

a. District.

i. Access to Personnel. District will cooperate with Advisor by providing opportunities to consult with District personnel as Advisor deems reasonably necessary to perform the Consulting Services.

ii. Information. District agrees to provide on a timely, diligent and accurate basis, and to the best extent possible, all necessary information reasonably requested by Advisor for the purpose of performing the Consulting Services.

iii. Additional Professional Services. District agrees to provide or authorize additional professional services (e.g., legal counsel, paying agent) as Advisor deems reasonably necessary to complete the Consulting Services and the Bond issuance.

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iv. Further Assurances. District agrees to take such further actions as may be necessary or appropriate to effectuate, carry out and comply with all of the terms of this Agreement and the transactions contemplated hereby.

b. Advisor.

i. Compliance with Laws. Advisor shall, at all times, comply with all laws, rules and regulations related to the subject matter of this Agreement and to which Advisor is subject.

ii. Non-Discrimination. Advisor shall not discriminate on the basis of a person's actual or perceived race, religious, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its services.

**6. TERMINATION.**

a. This Agreement may be terminated prior to the conclusion of the Term as follows:

i. By either party upon the other party's material breach of any of its representations, warranties or obligations under this Agreement, provided that such breach is not cured within thirty (30) days of receipt of notice specifying the breach.

ii. At any time upon mutual written consent of the Parties.

b. The District agrees that during the term and any subsequent terms of this contract that Advisor shall be the sole financial advisor in relation to the sale of the Bonds, and that no additional financial advisors shall be hired by the District for the services described in this Agreement without the written consent of Advisor.

**7. PROFESSIONAL LIABILITY INSURANCE**

Advisors will procure and maintain Professional liability insurance with the minimum limits of \$1,000,000 per occurrence. Professional liability coverage provided on a "claims made" basis shall be maintained for four years after expiration of the term (and any extensions) of this Agreement. In addition, the "retro" date must be on or before the date of this Agreement.

Advisors will furnish to District duly authenticated Certificates of Insurance and Endorsements evidencing maintenance of the insurance required under this Agreement and such other evidence of insurance as may be reasonably required by District from time to time. Insurance must be placed with insurers with a current A.M. Best Company Rating equivalent "A VII."

Each insurance policy shall state or be endorsed to state that coverage shall not be canceled by either party, except after thirty (30) days (10 days for non-payment of premium) prior written notice by U.S. mail has been given to the District. Notwithstanding any commitment on the part of the insurer to provide such notice to the District, failure of Advisors

to provide separate notice of any intent to cancel any policy or change policy providers, or of any actual or potential cancellation, shall constitute a breach of contract for which District shall be entitled to full indemnification under the Agreement.

Maintenance of specified insurance coverage is a material element of this Agreement, and Advisors' failure to maintain or renew coverage or to provide evidence of renewal during the term of this Agreement may be treated as a material breach of contract by District.

8. **CONFIDENTIALITY OF INFORMATION.** It is mutually agreed that Advisor shall regard all information received during the performance of services pursuant to this Agreement ("Confidential Information") as confidential and shall not disclose Confidential Information to any other person without prior consent of District. Confidential Information shall not include information that: (i) is, as of the time of its disclosure, or thereafter becomes, part of the public domain through a source other than Advisor; (ii) was known to Advisor as of the time of its disclosure; (iii) is independently developed by Advisor; or (iv) is subsequently learned from a third party not under a confidentiality obligation to District. In addition, Advisor shall be entitled to disclose Confidential Information to the extent such disclosure is requested by the order of a court of competent jurisdiction, administrative agency, or other governmental body, provided that Advisor shall provide prompt, advance notice thereof to enable District to seek a protective order or otherwise prevent such disclosure. The confidentiality obligations of Advisor shall survive the expiration or termination of this Agreement.

9. **ADDITIONAL MATTERS.**

a. **MSRB Rule G-10**

Pursuant to Municipal Securities Rulemaking Board Rule G-10, on Investor and Municipal Advisory Client Education and Protection, Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients, which include the following:

- Urban Futures, Inc. is currently registered as a Municipal Advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board.
- Within the Municipal Securities Rulemaking Board ("MSRB") website at [www.msrb.org](http://www.msrb.org), The District may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules, along with how to file a complaint with financial regulatory authorities.

b. **MSRB Rule G-42.**

Pursuant to Municipal Securities Rulemaking Board ("MSRB") Rule G-42, on Duties of Non-Solicitor Municipal Advisors, Municipal Advisors are required to make certain written disclosures to clients, which include, amongst other things, Conflicts of Interest and any Legal or Disciplinary events of the Advisor and its associated persons.

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As of the date of the Agreement, there are no actual or potential material conflicts of interest that the Advisor is aware of that might impair its ability to render unbiased and competent advice or to fulfill its fiduciary duty. If the Advisor becomes aware of any material potential conflict of interest that arise after this disclosure, the Advisor will disclose the detailed information in writing to the District in a timely manner.

The following are potential conflicts of interest to be considered.

i. Conflicts of Interest. The Advisor represents that in connection with the issuance of municipal securities, Advisor may receive compensation from an Issuer or Obligated Person for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, the Advisor hereby discloses that such contingent and/or transactional compensation may present a potential conflict of interest regarding the Advisors' ability to provide unbiased advice to enter into such transaction. The contingent fee arrangement creates an incentive for the Advisor to recommend unnecessary financings or financings that are disadvantageous to the District, or to advise the District to increase the size of the issue. This potential conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Advisor.

(1) It should be noted that the Advisor's fees under this agreement may be based on hourly fees of the Advisor's personnel, with the aggregate amount equaling the number of hours worked by such personnel times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest because it could create an incentive for the Advisors to recommend alternatives that would result in more hours worked. This conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Advisor.

(2) The Advisor's fees under this agreement, may be a fixed amount established at the outset of the Agreement. The amount is usually based upon an analysis by District and the Advisor of, among other things, the expected duration and complexity of the transaction and the Scope of Services to be performed by Municipal Advisor. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the Advisor may suffer a loss. Thus, the Advisor may recommend less time-consuming alternatives or fail to do a thorough analysis of alternatives. This conflict of interest will not impair the Advisor's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the District.

(3) The fee paid to the Advisor increases the cost of investment to the District. The increased cost occurs from compensating the Advisor for municipal advisory services provided.

(4) The Advisor serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of another of the Advisor's clients. For example, the Advisor serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just

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as it does to the District. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in the interests of its various clients, the Advisor could potentially face a conflict of interest arising from these competing client interests. The Advisor fulfills its regulatory duty and mitigates such conflicts through dealing honestly and with the utmost good faith with the District.

(5) If the Advisor becomes aware of any additional potential or actual conflict of interest after this disclosure, the Advisor will disclose the detailed information in writing to the Issuer in a timely manner.

(6) Furthermore, from time to time, the Advisor may perform non-municipal advisory work, including but not limited to bond ballot services for clients who may also be receiving municipal advisory services. Bond ballot services include campaign strategies, voter communication, campaign budgets, mailers, flyers, hand-outs, 'get out to vote' activities, and donations.

(7) The Advisor does not have any affiliate that provides any advice, service, or product to or on behalf of the client that is directly or indirectly related to the municipal advisory activities to be performed by the Advisor;

(8) The Advisor has not made any payments directly or indirectly to obtain or retain the District's municipal advisory business;

(9) The Advisor has not received any payments from third parties to enlist the Advisors' recommendation to the District of its services, any municipal securities transaction or any municipal finance product;

(10) The Advisor has not engaged in any fee-splitting arrangements involving the Advisor and any provider of investments or services to District;

(11) The Advisor does not have any legal or disciplinary event that is material to the District's evaluation of the municipal advisory or the integrity of its management or advisory personnel.

(12) The Advisor does not act as principal in any of the transaction(s) related to this Agreement.

(13) Randall Merritt, a Managing Principal, has previously worked at Raymond James & Associates, Inc. from December 2015 until December 2023. The Advisor's relationships with Raymond James and all other investment banks are conducted in an arm's length manner, and any recommendations are independent of any prior employment or other relationships

ii. Legal or Disciplinary Events. The Advisor does not have any legal events or disciplinary history on the Advisors' Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. The District may electronically access the Advisors' most recent Form MA and each most recent



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Form MA-I filed with the Commission using the name Urban Futures, Inc. at the following website: [www.sec.gov/edgar/searchedgar/companysearch.html](http://www.sec.gov/edgar/searchedgar/companysearch.html).

There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC. If any material legal or regulatory action is brought against Advisor, we will provide complete disclosure to the District in detail allowing the District to evaluate Advisor, its management and personnel.

c. Fiduciary Duty: Urban Futures Inc. is registered as a Municipal Advisor with the SEC and Municipal Securities Rulemaking Board ("MSRB"). As such, Urban Futures and Advisor has a Fiduciary duty to the District and must provide both a Duty of Care and a Duty of Loyalty that entails the following.

i. Duty of Care:

(1) exercise due care in performing its municipal advisory activities;

(2) possess the degree of knowledge and expertise needed to provide District with informed advice;

(3) make a reasonable inquiry as to the facts that are relevant to District's determination as to whether to proceed with a course of action or that form the basis for any advice provided to District; and

(4) undertake a reasonable investigation to determine that the Advisor is not forming any recommendation on materially inaccurate or incomplete information; the Advisor must have a reasonable basis for:

i) any advice provided to or on behalf of the District;

ii) any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by the District, any other party involved in the municipal securities transaction or municipal financial product, or investors in the District securities; and

iii) any information provided to the District or other parties involved in the municipal securities transaction in connection with the preparation of an official statement.

ii. Duty of Loyalty: The Advisor must deal honestly and with the utmost good faith with the District and act in the District's best interests without regard to the financial or other interests of the Advisors. The Advisor will eliminate or provide full and fair disclosure (included herein) to the District about each material conflict of interest (as applicable). The Advisor will not engage in municipal advisory activities with the District as a municipal entity, if it cannot manage or mitigate its conflicts in a manner that will permit it to act in the District's best interests.

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d. Governing Law; Jurisdiction. It is expressly understood that this Agreement and all questions arising hereunder shall be construed according to the laws of the State of California, without giving effect to conflicts of law principles. All actions or proceedings arising directly or indirectly from this Agreement shall be litigated in courts located within Kings County, California. The parties consent to the jurisdiction thereof and the parties further agree not to disturb such choice of forum.

e. Independent Contractor: Both parties hereto in the performance of this Agreement will be acting in an independent capacity and not as agents, employees, partners or joint ventures with one another. Neither the Advisors nor the Advisors' employees are employee of the District and are not entitled to any of the rights, benefits, or privileges of the District's employees, including but not limited to retirement, medical, unemployment, or workers' compensation insurance.

Neither the District nor its officers, agents or employees shall have any control over the conduct of the Advisors or any of the Advisors' employees except as herein set forth, and the Advisors expressly agrees not to represent that the Advisors or the Advisors' agents, servants, or employees are in any manner agents, servants or employees of the District, it being understood that the Advisors, its agents, servants, and employees are as to the District wholly independent Advisors and that the Advisors' obligations to the District are solely such as are prescribed by this Agreement.

f. Political Contributions: Advisor may choose of its own free will to contribute time, money, or resources to political campaigns associated with the passage of a bond measure. Prior to signing this agreement, Advisor has not made, considered, or discussed a contribution to any campaign connected with the referenced bonds. This agreement does not obligate Advisor to contribute to any particular campaign or election. Advisor has in no way committed to or indicated a willingness to contribute time, money, or resources to any campaign, or to make any other contribution.

g. Conflicts of Interest: No officer or employee of District shall have any financial interest, direct or indirect, in this Agreement nor shall any such officer or employee participate in any decision relating to the Agreement which affects his financial interest or the financial interest of any corporation, partnership or association in which he is, directly or indirectly, interested, in violation of any State statute or regulation. The Advisors warrants that it has not paid or given and will not pay or give any third party any money or other consideration for obtaining this Agreement.

h. Successors and Assigns. Except as otherwise provided herein, this Agreement shall not be assignable by either party without the express written consent of the other party hereto. Nothing in this Agreement, express or implied, is intended to confer upon any party other than the parties hereto or their respective successors and assigns any rights, remedies, obligations, or liabilities under or by reason of this Agreement, except as expressly provided in this Agreement.



i. Attorneys' Fees. In the event of any action to enforce or interpret this Agreement, including without limitation the recovery of damages for its breach, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees and costs. Any judgment or order entered in such action shall contain a specific provision providing for the recovery of attorneys' fees and costs incurred in enforcing such judgment.

j. Amendments to Agreement. This Agreement may not be modified, amended or supplemented except by written instrument executed by all parties hereto.

k. Notice. All notices to be given by the parties hereto and other communications hereunder shall be in writing and shall be deemed effectively given: (i) upon personal delivery to the party to be notified; (ii) when sent by confirmed telex, electronic mail or facsimile if sent during normal business hours of the recipient, if not, then on the next business day; (iii) one (1) day after deposit with a nationally recognized overnight courier, specifying next day delivery, with written verification of receipt; or (iv) four days after deposit with a United States Post Office, first class postage prepaid and registered. All communications shall be sent as follows:

To Advisor:

Isom Advisors, a Division of Urban Futures Inc.  
1470 Maria Lane, Ste. 315  
Walnut Creek, CA 94596  
Attn.: Jonathan Isom, Managing Principal  
Telephone: (925) 478-7450  
Email: jon@isomadvisors.com

To District:

Hanford Elementary School District  
714 North White St.  
Hanford, CA 93230  
Attn.: Joy Gabler, Superintendent  
Telephone: (559) 585-3600  
E-mail: jgabler@hanfordesd.org

l. Severability. If one or more provisions of this Agreement are held to be unenforceable under applicable law, such provision shall be excluded from this Agreement and the balance of the Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.

m. Entire Agreement. This Agreement (including the Exhibits attached hereto) contains the entire understanding of the parties in respect of its subject matter and supersedes all prior agreements and understandings (oral or written) between the parties with respect to such subject matter. The Exhibits attached hereto constitute a part hereof as though set forth in full herein.

n. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

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IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the dates set forth below.

ADVISOR:

DISTRICT:

Isom Advisors, a Division of Urban Futures Inc.

Hanford Elementary School District

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: Jonathan Isom

Name: Joy Gabler

Title: Managing Principal

Title: Superintendent

Dated: \_\_\_\_\_, 2024

Dated: \_\_\_\_\_, 2024

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## **EXHIBIT A**

### **FINANCIAL PLANNING SERVICES**

- Review District project list and assist District in preparing a capital and financing plan
- Analyze the assessed valuation of District, calculate bonding capacity, and perform financial analysis to determine possible bond/parcel tax proceeds
- Create an election timeline and financing timeline; coordinate same with bond counsel, District, and county
- Recommend proposed bond/parcel tax amount, issuance schedule, and projects to be funded by bond/parcel tax program
- Conduct public information program to assess the feasibility of a bond/parcel tax program in District including providing information
- Assist in the preparation of a bond election/parcel tax resolution including preparing ballot language and detailed bond project list
- Prepare tax rate statement and estimates of tax rates for bond program
- If needed, prepare ballot arguments and rebuttals

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## EXHIBIT B

### FINANCIAL ADVISORY SERVICES

- Analyze the bond market to determine timing, credit enhancement requirements, structure, bond amount, legal documentation requirements, rating requirements, and method of sale
- Assist District, as needed, to assemble bond finance team members including bond counsel, paying agent, trustee, and underwriter
- Prepare timeline, distribution lists, and term sheets to manage financing
- Manage bond issuance process including the coordination with other finance team members (bond counsel, paying agent, trustee, and underwriter, if needed)
- Define the proposed structure including sizing, call provisions, amortization schedule, and phasing of debt service repayment
- Review legal documents including district and county resolutions, bond purchase agreements, Preliminary Official Statement, and Official Statement
- Prepare rating agency and insurer presentation; negotiate with analysts of same
- Assist in preparation and train District members for rating agency meetings
- Analyze tax base and recommend appropriate tax structure
- For competitive sale, review Notice of Sale and Bid Form, distribute bid documents to qualified underwriters and post bid documents, monitor and verify bids on day of sale, and coordinate award of winning bid
- For negotiated sale, discuss structure and tax rate objectives with underwriter, review proposed structure and scale and make recommendations as appropriate, review fees, and review final pricing
- Review closing documents including tax opinion, arbitrage certificate, and continuing disclosure certificate
- Manage pre-closing and closing
- Attend board meetings as needed to explain bond sale, legal documents, and pricing summary

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## **EXHIBIT C**

### **CONTINUING DISCLOSURE SERVICES**

- Annually review District's Continuing Disclosure requirements
- Submit to Municipal Securities Rulemaking Board the necessary filings and documentation in order to remain compliant with Continuing Disclosure requirements

## **EXHIBIT D**

### **ANNUAL DEBT TRANSPARENCY REPORT ("ADTR") SERVICES**

- Review ongoing District's Annual Debt Transparency Report ("ADTR") requirements.
- Submit to CDIAC the necessary filings and documentation to remain compliant with SB 1029 including the ADTR by Jan 31st of each year.