

YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street
Marysville, CA 95901

Agenda

June 12, 2024



Katharine Rosser

John Nicoletti, President

Marjorie Renicker

Desiree Hastey

Tracy Bishop, Vice President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Yuba County Office of Education

Better Together

Rob Gregor
Yuba County Superintendent of Schools

YUBA COUNTY BOARD OF EDUCATION

REGULAR MEETING

Wednesday, June 12, 2024 – 4:30p.m.

Yuba County One Stop, Beckwourth Room

1114 Yuba Street, Marysville, CA 95901

PUBLIC COMMENTS: Persons wishing to address the Board (Agenda Items and/or Non-Agenda Items) are requested to fill out a “Request to Speak” card before the start of the meeting and give it to the Secretary, Board President, or Superintendent. Individual speakers will be allowed five minutes to address the Board - fifteen minutes total time for public input on each item.

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS

This item is being placed on the agenda to allow any member of the public to speak on agenda items and non-agenda items or to share information with the Board.

The California Government Code, Section 54954.2(a)(2) states, “No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.”

3. APPROVAL OF AGENDA

ACTION ITEM

4. CONSENT AGENDA

ACTION ITEM

4.1 APPROVAL OF MAY 8, 2024, BOARD MINUTES – Pages 1-6

4.2 TEMPORARY COUNTY TEACHER CERTIFICATES – Page 7

The above items are self-explanatory. All items on the Consent Agenda are considered a routine item or one that has been previously discussed. Any Board Member may request that an item be pulled for further discussion.

5. SUPERINTENDENT’S REPORT

5.1 PRESENTATION OF JOINT PROCLAMATION
FOR SHELLY ARVIZU – Page 8

Cynthia Soares

INFORMATION ITEM

Present Joint Proclamation with Superintendent in honor of Shelly Arvizu’s years of service to the Yuba County Office of Education.

5.2 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE
SUPERINTENDENT/DIRECTORS/BOARD MEMBERS
TO SHARE VARIOUS ITEMS OF INTEREST

INFORMATION ITEM

6. EDUCATIONAL SERVICES

- 6.1 PUBLIC HEARING ON THE PROPOSED **INFORMATION ITEM**
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
OF THE YUBA COUNTY OFFICE OF EDUCATION
FOR 2024-2025 - Pages 9-108
Bobbi Abold

It is required that a Public Hearing be held on the LCAP. This time is designated for the public to ask questions or make comments concerning the LCAP which is scheduled for Board approval on June 20, 2024.

- 6.2 PUBLIC HEARING ON THE YUBA COUNTY CAREER **INFORMATION ITEM**
PREPARATORY CHARTER SCHOOL (YCCPCS)
MATERIAL REVISION - 109-170
Sima Gandhi

The Board will hold a Public Hearing on Yuba County Career Preparatory Charter School's request for material revision in accordance with the Yuba County Office of Education (YCOE) Administrative Regulations and Education Code Sections 47605(a)(3) and (b) and 47607(a)(2). The board will take comments from the petitioner, proponents, and opponents of Yuba County Career Preparatory Charter school regarding the request for material revision. Education Code 47607 requires the process for approval of material revisions to follow that for initial charter petitions. The material revision documents are available for inspection on YCOE's website and will be reviewed during the public hearing.

- 6.3 YUBA COUNTY CAREER PREPARATORY CHARTER **INFORMATION ITEM**
SCHOOL (YCCPCS) LOCAL INDICATORS - 171-187
Cynthia Soares

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard). Presented to the YCCPCS Advisory Committee on May 28, 2024.

- 6.4 YUBA COUNTY CAREER PREPARATORY CHARTER **INFORMATION ITEM**
SCHOOL (YCCPCS) 2023-2024 ANNUAL UPDATE, 2024- 2025
LOCAL CONTROL FUNDING FORMULA (LCFF) BUDGET
OVERVIEW FOR PARENTS, AND THE 2024-2025 LOCAL
CONTROL ACCOUNTABILITY PLAN (LCAP) - Pages 188-332
Cynthia Soares

This is the YCCPCS new LCAP, including a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address State and local priorities and includes the 2023-2024 annual update and LCFF Budget Overview for Parents. Approved by the YCCPCS Advisory Committee on May 28, 2024.

6.5 EDUCATIONAL SERVICES PROGRAM UPDATE

INFORMATION ITEM

Bobbi Abold

Deputy Superintendent Bobbi Abold will share an update of the Educational Services Programs that are currently being offered to schools, districts, and the community in Yuba County.

7. FISCAL SERVICES

7.1 PUBLIC HEARING ON THE PROPOSED BUDGET
OF THE YUBA COUNTY OFFICE OF EDUCATION
FOR 2024-2025 - Pages 333-442

ACTION ITEM

Aaron Thornsberry

It is required that a Public Hearing be held on the budget. This time is designated for the public to ask questions or make comments concerning the budget which is scheduled for Board approval on June 20, 2024.

8. ADVANCED PLANNING

8.1 NEXT REGULAR BOARD MEETING
JUNE 20, 2024 – 4:30P.M.
LOCATION: YUBA COUNTY ONE STOP,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

**INFORMATION/
ACTION ITEM**

8.2 ANNUAL FINANCING CORPORATION MEETING
JUNE 20, 2024 – 5:30P.M. (OR SHORTLY THERAFTER)
LOCATION: YUBA COUNTY ONE STOP,
BECKWOURTH ROOM, 1114 YUBA STREET, MARYSVILLE, CA 95901

**INFORMATION/
ACTION ITEM**

9. ADJOURN

ACTION ITEM

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING MINUTES**

Wednesday, May 8, 2024 – 4:30pm

Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President John Nicoletti called a regular meeting of the Yuba County Board of Education to order at 4:30pm on May 8, 2024, at the Yuba County One Stop, Beckwourth room, 1114 Yuba Street, Marysville, CA.	CALLED TO ORDER: 4:30pm
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were John Nicoletti, Katharine Rosser, Marjorie Renicker, Desiree Hastey, and Tracy Bishop. Debbie Lockwood led the recital of the Pledge of Allegiance.	QUORUM PRESENT
2. PUBLIC COMMENTS	Stevie Bogan shared information on The Institute of Rock, a music school located at 107 C Street, Marysville, CA. Mr. Bogan shared his interest in a potential partnership with Yuba County Office of Education (YCOE). Yuba County Career Preparatory Charter School (YCCPCS) Principal Cynthia Soares formally invited the Yuba County Board of Education to the upcoming YCCPCS graduation.	
3. APPROVAL OF AGENDA	President Nicoletti directed Board members to the May 8, 2024 Agenda for their review and approval. Upon a motion by Trustee Hastey, duly seconded by Trustee Rosser, the Board unanimously approved the May 8, 2024 Agenda as presented.	MOTION: To approve the May 8, 2024, Agenda as presented MOTION: Desiree Hastey SECOND: Katharine Rosser ROLL CALL VOTE: Katharine Rosser - Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop - Aye John Nicoletti - Aye MOTION APPROVED (5/0)

<p>4. CONSENT AGENDA</p>	<p>President Nicoletti directed board members to the May 8, 2024, Consent Agenda for their review and approval.</p> <p>4.1 Approval of April 10, 2024, Board Minutes</p> <p>4.2 Temporary County Teacher Certificates</p> <p>4.3 Acceptance of 7,500.00 Donation from SchoolsFirst Federal Credit Union to Support Employee Recognition and the Educator of the Year Dinner</p> <p>4.4 Approval of 2024-2025 YCOE Special Education Calendar</p> <p>4.5 Approval of 2024-2025 Thomas E. Mathews School Calendar</p> <p>4.6 Approval of 2024-2025 Carden School Calendar</p> <p>Upon a motion by Trustee Renicker, duly seconded by Trustee Hastey, the Board unanimously approved the May 8, 2024 Consent Agenda as presented.</p>	<p>MOTION: To approve the May 8, 2024, Consent Agenda as presented</p> <p>MOTION: Marjorie Renicker</p> <p>SECOND: Desiree Hastey</p> <p>ROLL CALL VOTE: Katharine Rosser - Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop - Aye John Nicoletti - Aye</p> <p>MOTION APPROVED (5/0)</p>
<p>5. SUPERINTENDENT’S REPORT</p>	<p>5.1 Presentation of Joint Proclamation for Debbie Lockwood</p> <p>Sally Sokoloski joined Superintendent Gregor and SELPA Director Lora Gonzalez in Presenting a Joint Proclamation with the Yuba County Board of Education in honor of Debbie Lockwood’s years of service to the Yuba County Office of Education.</p> <p>5.2 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest</p> <p>Superintendent Gregor shared the following items of interest:</p> <ul style="list-style-type: none"> • April 10 – YCCPCS Family Night Dinner/Chili Cook-Off • April 11, 2024 – Wheatland Elementary School District Board Meeting • April 12, 2024 – 93Q Radio Interview 	

- April 14-17, 2024 – California County Superintendents General Membership Meeting – Santa Barbara, CA
- April 18, 2024 – Yuba County Educator of the Year Event
- April 19, 2024 – CSY Administrator of the Year Awards Dinner
- April 22, 2024 – Superintendent Gregor at YCCPCS Staff Meeting
- April 24, 2024 – Ed Services/SELPA/Superintendents Meetings
- April 24, 2024 – YCOE Leadership Meeting
- April 25, 2024 – First 5 Yuba County Commission Meeting
- April 26, 2024 – Spring Swing for Kids, Plumas Lake Golf Club
- April 27, 2024 – Yuba College Athletic Hall of Fame Ceremony
- April 29, 2024 – Meetings with YCOE Staff – Program Relocations
- April 30, 2024 – Meeting with MJUSD – SPED Facilities Discussion
- May 1, 2024 – Yuba County Children’s Wellness and Child Abuse Prevention Council Meeting
- May 2, 2024 – Yuba County Track Meet, Wheatland Union High School
- May 6, 2024 – Meeting with Bobbi Abold and Stevie Bogan – The Institute of Rock
- May 7, 2024 – Monthly Meeting with Union Leadership

Trustee Hastey shared about her attendance at the Very Special Arts event at Virginia School.

Trustee Renicker shared about her attendance at the Yuba County Career Preparatory Charter School Open House event.

President Nicoletti noted that 11 diplomas were signed in May 2024.

<p>6. ELECTIONS</p>	<p>6.1 Adoption of Resolution 2024-05 Specification of Election Order</p> <p>President Nicoletti noted that Education Code requires all Governing Board elections to be consolidated. In accordance, a Notice of Consolidated Elections and a Specification of Election Order have been presented for approval in Resolution 2024-05.</p> <p>Upon a motion by Trustee Hastey, duly seconded by Trustee Rosser, the Board unanimously voted to adopt Resolution 2024-05 as presented.</p> <p>6.2 Approval of Bylaws of the Board – BB 9220 Governing Board Elections</p> <p>President Nicoletti led a review of Board Bylaw 9220 Governing Board Elections. The bylaw describes the protocols related to candidate statements and tie votes.</p> <p>Upon a motion by Vice President Bishop, duly seconded by Trustee Renicker, the Board unanimously voted to approve Board Bylaw BB 9220 Governing Board Elections as presented.</p>	<p>MOTION: To adopt Resolution 2024-05 as presented MOTION: Desiree Hastey SECOND: Katharine Rosser ROLL CALL VOTE: Katharine Rosser - Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop - Aye John Nicoletti - Aye MOTION APPROVED (5/0)</p> <p>MOTION: To approve BB 9220 Governing Board Elections as presented. MOTION: Tracy Bishop SECOND: Marjorie Renicker ROLL CALL VOTE: Katharine Rosser - Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop - Aye John Nicoletti - Aye MOTION APPROVED (5/0)</p>
<p>7. EDUCATIONAL SERVICES</p>	<p>7.1 YCOE Program Transfer Update</p> <p>Assistant Superintendent of Special Education Kristen Nottle-Powell, Ed.D., presented an overview of the Special Education Local Plan Area (SELPA) program assurance process.</p> <p>7.2 Educational Services Program Update</p> <p>Deputy Superintendent Bobbi Abold shared a Western Association of Schools and Colleges (WASC) accreditation update.</p>	

	Ms. Abold shared information on a potential YCOE partnership with Stevie Bogan, owner of The Institute of Rock, and explained grant funding availability.	
8. REAL PROPERTY NEGOTIATIONS	<p>8.1 Closed Session – Conference with Real Property Negotiators</p> <p>President Nicoletti cleared the board room and called a closed session to order at 5:27pm</p> <p>8.2 Reconvene in Open Session</p> <p>President Nicoletti returned to open session at 5:40pm. He announced that a final agreement concluding real estate negotiations pursuant to Government Code 54956.8 and announced the agreement to purchase the property located at 805 10th St, Marysville, California 95901 with a purchase price of \$1,100,000.00. The Yuba County Board of Education unanimously approved Yuba County Office of Education’s purchase of property located at 805 10th St, Marysville, California.</p>	<p>CLOSED SESSION CALLED TO ORDER: 5:27pm</p> <p>MOTION: To approve YCOE’s purchase of property located at 805 10th St, Marysville, California. MOTION: Desiree Hastey SECOND: Tracy Bishop ROLL CALL VOTE: Katharine Rosser - Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop - Aye John Nicoletti - Aye MOTION APPROVED (5/0)</p> <p>OPEN SESSION CALLED TO ORDER: 5:40pm</p>
9. ADVANCED PLANNING	<p>9.1 Next Regular Board Meeting June 12, 2024 – 4:30pm Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901</p>	
10. ADJOURNMENT	There being no further business for discussion, the meeting adjourned at 5:43pm.	<p>MOTION: To adjourn MOTION: Desiree Hastey SECOND: Tracy Bishop ROLL CALL VOTE: Katharine Rosser - Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop - Aye John Nicoletti - Aye MEETING ADJOURNED: 5:43pm (5/0)</p>

Respectfully submitted,

Rob Gregor

Rob Gregor
Yuba County Superintendent of Schools

Recorded by:
Halee Pomeroy

Temporary County Certificates Issued
April 29, 2024 to June 3, 2024

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIRE</u>
Gonzalez, Gloria	Clear Speech-Language Pathology	Yes	10/31/2024
Harrington, Kyra	GELAP - Mathematics	Yes	10/31/2024
Lake, Valarie	Emergency CLAD	Yes	10/31/2024
Parker, Johnna	Emergency CLAD	Yes	10/31/2024
Scott, Samuel	Short Term Staffing Permit - General	Yes	8/31/2024
Sullivan, Patricia	Sped Bridge Authorization - MMSN	Yes	10/31/2024

**JOINT PROCLAMATION BY
YUBA COUNTY SUPERINTENDENT OF SCHOOLS
AND
YUBA COUNTY BOARD OF EDUCATION
HONORING SHELLY ARVIZU
FOR DEDICATED SERVICE**

WHEREAS, Shelly Arvizu made the Yuba County Office of Education (YCOE) her home for thirty one years. She has been a good friend and advocate for YCOE staff, students, and families. She has made everyone feel like they were part of the YCOE family and she has always been willing to support in any way she could, and

WHEREAS, Shelly Arvizu began her career with YCOE as an Instructional Assistant in 1993, then moved on to be a School Secretary in 1998 and to an Educational Support Specialist in 2001. She was promoted to Operations Service Coordinator in 2003 and soon after, to Classified Operations Coordinator in 2009, with her most recent promotion to the Classified Operations Administrator at the Yuba County Career Preparatory Charter School (YCCPCS) in 2019, and

WHEREAS, Shelly Arvizu has been key in the management of YCCPCS. After multiple changes in leadership, she has stayed to sustain and protect the essence of YCCPCS. Always with Ric Teagarden's leadership lessons present in her day-to-day practices, she is a true team player, and has been supportive to every new leadership member. The Classified staff, under her supervision, has grown thanks to her guidance, empathy, and support. She has ensured they feel valued and empowered throughout their careers, and has promoted teamwork and honesty, and

WHEREAS, Shelly Arvizu has been instrumental in researching, claiming, and managing charter school funding as well as additional grants; assuring all requirements were met in order to receive maximum funding. She has a great understanding of school finance and provides a trustworthy perspective. She has made it a priority to keep up to date on charter school laws and regulations, which has kept YCCPCS in compliance since its inception, and

WHEREAS, Shelly Arvizu has been an advocate for the Career Technical Education (CTE) programs at YCOE. Evidence of this shows at YCCPCS where Shelly has promoted the growth and improvement of CTE offerings including providing the support of researching and writing grants, managing budgets, verifying funds are spent as required and providing a reliable partnership. CTE offerings have shifted during her time at YCOE, but she has kept an open mind regarding the different program possibilities with the ultimate goal of improving our students' opportunities, and

WHEREAS, Shelly Arvizu's heart and hard work has been focused on the well-being of students at the core. She has supported activities and programs that benefit all students. She has not only supported their academic growth, but also understood the difficulties many of our students have lived through. She has been incredibly flexible in meeting their needs as best as she could, and

WHEREAS, Shelly Arvizu's infinity for pink is present in all things Shelly, including her office space. To some her space may have look disorganized, but she has been incredibly organized and efficient in her responsibilities requiring detailed accounting, substantial financial records, and the preservation of historical documents all important to the financial and organizational history of YCCPCS. Shelly could find anything in her records, there is a method to her process, and

WHEREAS, Shelly Arvizu has been an asset in the YCOE negotiations team. She managed to keep everyone's interests along with the big picture in mind, with a consistent and genuine intent to be uniform to all members of the YCOE family. She understands many of the programs operated by YCOE, and values each of their unique contributions to the children of Yuba County. She has always been willing to talk through concerns and issues to better understand the needs of all YCOE employees, and

WHEREAS, Shelly Arvizu has been an active member of the YCOE community both personally and professionally. Her children have grown up and participated in various activities. She has volunteered on numerous occasions throughout her career. She continues to touch lives through her presence in many charity events supporting local organizations that benefit growth in our community, and

WHEREAS, Shelly Arvizu has been a great leader and mentor. She has promoted professional growth, encouraging others to advocate for themselves while taking responsibility for their actions and helping them to work positively toward personal and professional accountability. She has been a kind and strong leader whom we will miss dearly. She leaves us with an exemplary model of personal achievement, leadership, and community service. It is an honor and privilege to have worked with Shelly. We know she will continue to shine in our community, and we look forward to seeing her succeed in this next chapter of her life, and

NOW, THEREFORE BE IT PROCLAIMED, the Yuba County Superintendent of Schools and the Yuba County Board of Education does hereby issue this proclamation with gratitude and indebtedness to Shelly Arvizu on this twelfth day of June, two thousand and twenty four, and presented to her as a symbol of honor, admiration and respect.



Rob Gregor, Superintendent
Yuba County Office of Education

John Nicoletti, President
Yuba County Board of Education



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
Yuba County Office of Education (YCOE)	Bobbi Abold Deputy Superintendent	bobbi.abold@yubacoe.k12.ca.us 530-749-4872

Goals and Actions

Goal

Goal #	Description
1	Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 % of properly credentialed and assigned teachers as measured by Williams Survey	1.1 71% properly credentialed teachers	1.1 100% properly credentialed teachers	1.1 75% properly credentialed teachers	1.1 75% properly credentialed teachers	1.1- 100% properly credentialed teachers
1.2-% of Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey
1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3 - Facilities Inspection Tool (FIT) ratings as measured by Williams Survey: Thomas E Mathews - Good Harry P B Carden - Poor	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey
1.4- California State Standard implementation as measured with local observation tool	1.4- No data available of California State Standard implementation with observation tool	1.4- Site administration performed standard implementation observation walk	1.4- Baseline is still being established for Year 2	1.4 - Site administration performed informal standard implementation	1.4- TBD based on year 1 outcomes of California State Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		throughs without a formal local observation tool	Site administration performed informal standard implementation observation walk throughs without a formal local observation tool	observation walk throughs with a local observation tool to measure occurrence of State standards posted in classrooms Harry PB Carden 50% of observations Thomas E Mathews 70% of observations	implementation with observation tool
1.5 % of Local benchmark assessment proficiency	1.5 Baseline for Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 72% at grade level proficiency Math 61% at grade level proficiency Thomas E. Mathews Reading 63% at grade level proficiency Math 66% at grade level proficiency	1.5 Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 13% at grade level proficiency Math 9% at grade level proficiency Thomas E. Mathews Reading 4% at grade level proficiency Math 5% at grade level proficiency	1.5 Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 11% at grade level proficiency Math 8% at grade level proficiency Thomas E. Mathews Reading 7% at grade level proficiency Math 20% at grade level proficiency	1.5 Local benchmark assessment proficiency Renaissance math and reading Harry PB Carden Reading 11% at grade level proficiency Math 17% at grade level proficiency Thomas E. Mathews Reading 0% at grade level proficiency Math 32% at grade level proficiency	1.5-Increase 5% from each baseline for Local benchmark assessment proficiency Renaissance math and reading
1.6- % Met Standard or above on California Assessment of Student Performance and Progress	1.6- 2018-19 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP)	1.6- 2021-22 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP)	1.6- 2022-23 no data was reported due to small size of students tested on California Assessment of Student Performance	1.6- 2023-24 no data was reported due to small size of students tested on California Assessment of Student Performance	1.6- 5 % Met Standard or above on California Assessment of Student Performance and Progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CAASPP) in English Language Arts	in English Language Arts	in English Language Art	and Progress (CAASPP) in English Language Art	and Progress (CAASPP) in English Language Art	(CAASPP) in English Language Arts
1.7- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2018-19 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2021-22 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2022-23 no data was reported due to small size of students tested on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- 2023-24 no data was reported due to small size of students tested on California Assessment of Student Performance and Progress (CAASPP)	1.7- 5 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics
1.8- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- 2018-19 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- 2021-22 0 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- 2022-23 no data was reported due to small size of students tested California Assessment of Student Performance and Progress (CAASPP) in Next Generation	1.8- 2023-24 no data was reported due to small size of students tested California Assessment of Student Performance and Progress (CAASPP) in Next Generation	1.8-5% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards
1.10-% of students receive English Language Development (ELD), course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive English Language Development (ELD), course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive English Language Development (ELD), course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive English Language Development (ELD), course access and intervention per Independent Learning Plan (ILP)	1.10 - 100% of English Learner students receive English Language Development (ELD) course access and intervention per Independent Learning Plan (ILP)	1.10-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
1.11-% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed	1.11-80% of Individual Education Plan (IEP) goals successfully completed	1.11-80% of Individual Education Plan (IEP) goals successfully completed	1.11-80% of Individual Education Plan (IEP) goals successfully completed	1.11-75% of Individual Education Plan (IEP) goals successfully completed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.12-% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P.B Carden CTE was not offered at Thomas E Mathews 100% of students have successfully completed a CTE course.	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P.B Carden and Thomas E Mathews 100% of students have successfully completed a CTE course.	1.12 - 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule at Harry P. B. Carden and Thomas E Mathews 100% of students are enrolled in a CTE course	1.12- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule
1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction
1.14- AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students
1.15- A-G Course access for WASC accredited schools	1.15- Set baseline A-G Course access for WASC accredited schools	1.15- 100% of students had A-G Course access for WASC accredited schools	1.15- 100% of students had A-G Course access for WASC accredited schools	1.15- 100% of students had A-G Course access for WASC accredited schools	1.15- A-G Course access for WASC accredited schools TBD by 2021-22 data
1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,	1.16-English Language Learners are not a numerically significant subgroup,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

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 analysis of the actions to achieve Goal 1 during 2023-24 determined the following actions were carried out and demonstrated an increase in student engagement, and/or access to instruction and curriculum as measured by attendance and qualitative teacher and staff feedback.

The following actions were successes:

1.1 Professional Development in Positive Behavior Intervention and Supports (PBIS), Trauma Informed Practices (TIPs), and Crisis Prevention and Intervention (CPI) provided Multi-tiered System of Support (MTSS) implementation to address the significant social emotional and behavioral needs of the students.

1.2 Instructional Intervention Teacher position was maintained to provide academic, social emotional and behavior supports to students.

1.4 Renaissance Learning was utilized to provide on-going and regular local assessment data in reading and mathematics.

1.5 Technology work plan was updated and implemented to continue to provide technology access for teachers and students.

1.6 Provided Career Technical Education courses and career readiness skills to students.

1.7 Prevention Assistant supported students who were enrolled in college courses, and mentored students to increase engagement and improve academic and behavioral outcomes.

1.9 Food Services Assistant position was maintained.

The following actions were challenges:

1.3 A new curriculum was not piloted as it was determined that the best course of action was to work with staff to develop a scope and sequence with the current board adopted curriculum.

1.8 Supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students was not piloted as focus was on developing scope and sequence in all core content areas in preparation for WASC visit in spring of 2025

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.

1.8 Supplemental curriculum and materials were not piloted as focus was on developing scope and sequence in all core content areas in preparation for WASC visit in spring of 2025.

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 for Goal 1 are effective based on the development of scope and sequence for each academic content area of the board adopted curriculum, implementation of an informal classroom observation tool, and resolution of connectivity issues to ensure access to curriculum.

Goal 1 actions continue to be necessary to support the intervention and support processes that provide additional targeted staff to implement individualized learning plans and encourage students to positively engage in an appropriate instructional program.

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.

Goal 1 was updated to reflect feedback from educational partners and focus on desired student outcomes. Changes will also be made to the Goal 1 metrics to ensure that data collected is relevant to student goals.

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	Goal 2: Foster respectful, collaborative, and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Attendance rates	2.1 85.5% Attendance rate	2.1 65% Attendance rate	2.1 66% Attendance rate	2.1 66% Attendance rate Thomas E Mathews	2.1- 95.5% Attendance rate
2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates	2.2 77% Truancy/chronic absenteeism rates	2.2 75% Truancy/chronic absenteeism rates	2.2 72% Truancy/chronic absenteeism rates	2.2- 12% Truancy/chronic absenteeism rates
2.3 Discipline referral rates for disruption including suspension	2.3 10% discipline referral rates for disruption	2.3 9% discipline referral rates for disruption	2.3 12% discipline referral rates for disruption	2.3 1.5 % discipline referral rates for disruption	2.3- 8% Discipline referral rates for disruption
2.4 Discipline referral rates for major incidents including suspension	2.4 52% Discipline referral rates for major incidents including suspensions	2.4 49% Discipline referral rates for major incidents including suspensions	2.4 30% Discipline referral rates for major incidents including suspensions	2.4 63% Discipline referral rates for major incidents including suspensions	2.4- 35% Discipline referral rates for major incidents
2.5 PBIS implementation	2.5 Baseline PBIS data will be established in Year 1	2.5 PBIS TFI Score 80% Implementation	2.5 PBIS TFI was not conducted	PBIS TFI score is 83%	2.5- 95% PBIS implementation
2.6 Connectedness factors on CHKS	2.6 Baseline CHKS data will be established in Year 1	2.6 Baseline CHKS Connectedness factor data is 46%	2.6 CHKS data has not been reported at this time	Mid-year data is not available	2.6- 75% Connectedness factors on CHKS
2.7 Middle School High School	2.7 Middle School High School	2.7 Middle School High School	2.7 Middle School High School	2.7 Middle School High School	2.7- N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs	
2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8- N/A
2.9 Parent survey participation rate	2.9 72% Parent Survey participation rate	2.9 72% Parent Survey participation rate	2.9 Parent Survey was not conducted	50% Parent survey participation	2.9- 90% Parent Survey response rate
2.10 Parent participation in school activities rate	2.10 Baseline for parent participation in school activities will be established in Year 1	2.10 Parent participation in school activities rate data is not available. 100% of parents participated in Individual Learning Plan meetings	2.10 Parent participation activities were not measured 0% is reported due to the metric not being measured with fidelity	100% of TEM parents participated in Individual Learning Plan meetings	2.10- 100% of parents will participate in Individual Learning Plan meetings

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 analysis of the actions to achieve Goal 2 during 2023-24 determined the following actions were carried out and demonstrated an increase in fostering respectful, collaborative, and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful:

2.1 Student activities were conducted to increase student school connectedness.

2.2 Parent engagement activities were held to improve home to school connectedness.

2.3 Provided PBIS training, coaching and mentoring to all staff to foster a positive learning environment. The PBIS Tiered Fidelity Inventory (TFI) monitoring instrument resulted in 83% fidelity implementation score. (80% is required)

2.4 Behavior Specialist provided necessary direct services and consultation, training for staff to provide supports and interventions to address student needs

- 2.5 Assistant Principal position was not filled due to decreasing enrollment and budget constraints.
- 2.6 Provided Restorative Practices training and coaching to increase positive behavior outcomes for students by increasing connectedness to school community.
- 2.7 Provided Parent Project Facilitator training to increase number of Parent Project class offerings (June 2023).
- 2.8 Provided an on-site Probation Officer to provide necessary supports and services to probation referred students, and students on formal probation.
- 2.9 Provided a SARB Coordinator to provide cohesive support and services to SARB referred youth. 2.10 Student Resource Officer to provide increased safe school environment.
- 2.11 Youth Advocacy Director provides coordination of services and linkages to county wide agencies.

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

The material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services:

- 2.6 Restorative Practices training was conducted for 2 out of the 4 planned days. Additional training days and Trainer of Trainers training will be conducted in 2024-25 fiscal year.
- 2.7 Parent Project workshops were held in June 2023, after the 23-24 LCAP development but prior to the closing of the 2022-23 fiscal year.

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 for Goal 2 are effective based on the reduction in behavior incidents for disruption, an increase in attendance rates, and the increased number of students being reinstated to their district of residence. Goal 2 actions continue to be necessary to support the comprehensive multi-tiered system of support to provide wrap around services such as counseling, social emotional skills, and behavior support. Positive Behavior Intervention and Support processes provide additional targeted staff to provide a safe school environment, counselors and mentors to provide behavior strategies and encourage students to positively engage in the school environment which reduced the number of both minor and major discipline referrals. Parent engagement activities for parents to learn about how the school is supporting their student's academic, behavioral and social emotional needs. These actions will support by reducing suspensions, behavior referrals, emotional outbursts as measured by PBIS/SWIS discipline data, suspension rates, and SEL assessments.

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.

Goal 2 was updated to reflect feedback from educational partners and focus on desired student outcomes. Changes will also be made to the Goal 2 metrics to ensure that data collected is relevant to student goals.

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	Goal 3: Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Expelled Youth having educational services coordinated through Yuba County process	0 is the baseline for 2021-22 not yet measured	100% of Expelled youth having services coordinated	100% of Expelled youth having services coordinated	100% of Expelled youth have services coordinated	100% of Expelled youth having services coordinated

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.

Goal 3 was fully implemented

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.

None

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

Goal 3 was effective to ensure that 100% of all expelled youth received coordinated services

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.

None

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	Goal 4: Continue collaboration with Foster Youth Services Executive Council (members include; Yuba County Juvenile Judge, Yuba County Adult and Child Protective Services, Yuba County Office of Education, Yuba County Probation, Local School Districts, Yuba County Council, Local Foster Family Agencies and Yuba College, Foster Kinship Care Education) to provide input and insight on the Foster Youth Services Coordinating Program and increase educational outcomes for Foster Youth enrolled in Yuba County schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 - Number of services provided to support Foster Youth county wide	4.1 - this is a new metric no baseline for number of services provided to support Foster Youth county wide	4.1 No data reported	4.1 100 services were provided in 2021-22 400 services were provided in 2022-23	4.1 685 services 182 unique students	4.1 Increase the number of services provided based on year 2 data

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 analysis of Goal 4 indicates that actions and services were carried out as planned. Staff positions were restructured in the 2022-23 school year.

Analysis of the metrics to measure the number of services provided for 2021-22 (100 services provided) to 2022-23 (400 services provided); showing a significant increase in the services being provided to the foster youth in Yuba County.

In 2023-24, with the addition of staffing the FYSCP has provided increased services to students and families. With the two Education Caseworkers (ECW) one was able to provide services to students at the elementary and the second was able to provide services to high school students. Our collaboration with child welfare services allowed us to co-locate while evaluating educational services and providing educational options through consultation.

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.

Differences between the budgeted expenditures and the estimated actual expenditures were due to changes in staff classification and FTE allocation changes.

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

Goal 4 services were effective based on an analysis of the number of services provided to support Fostr Youth

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.

None

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	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

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.

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

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.

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.

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

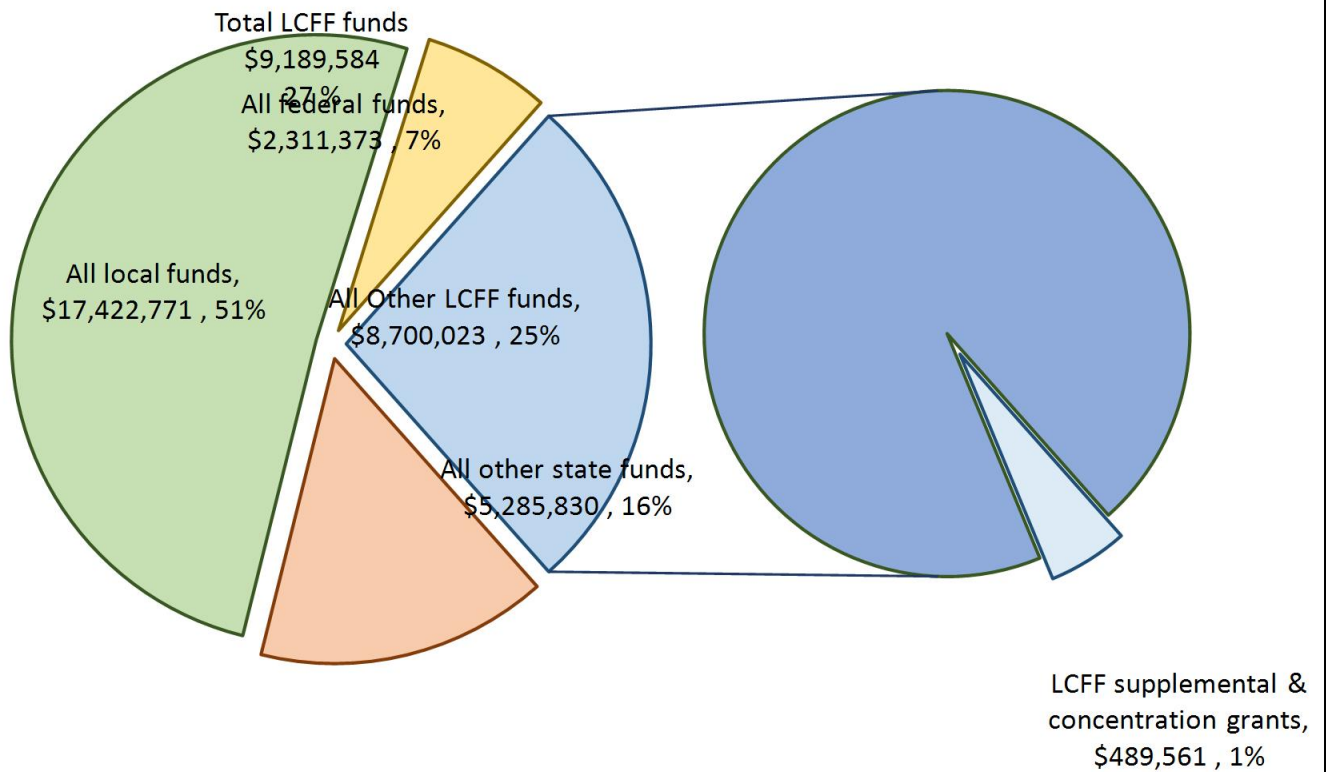
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba County Office of Education (YCOE)
 CDS Code: 58-10587
 School Year: 2024-25
 LEA contact information:
 Bobbi Abold
 Deputy Superintendent
 bobbi.abold@yubacoe.k12.ca.us
 530-749-4872

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

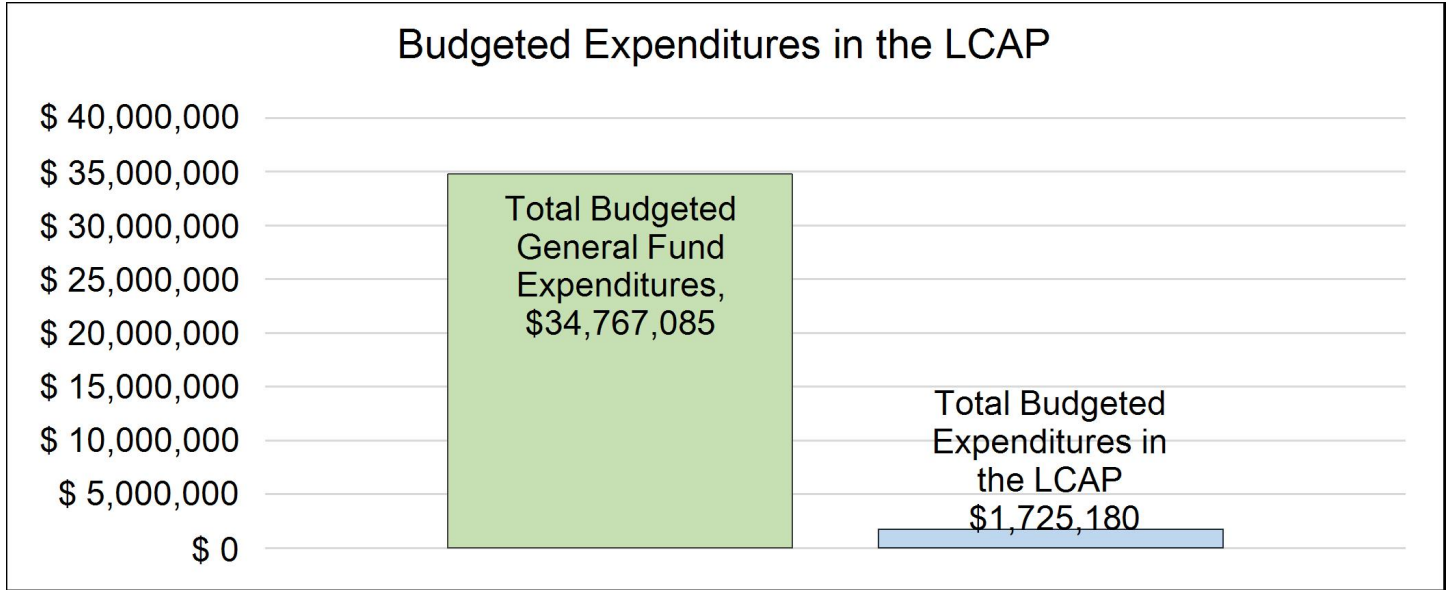


This chart shows the total general purpose revenue Yuba County Office of Education (YCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba County Office of Education (YCOE) is \$34,209,558, of which \$9189584 is Local Control Funding Formula (LCFF), \$5285830 is other state funds, \$17422771 is local funds, and \$2311373 is federal funds. Of the \$9189584 in LCFF Funds, \$489561 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 Yuba County Office of Education (YCOE) 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: Yuba County Office of Education (YCOE) plans to spend \$34,767,085 for the 2024-25 school year. Of that amount, \$1,725,180 is tied to actions/services in the LCAP and \$33,041,905 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

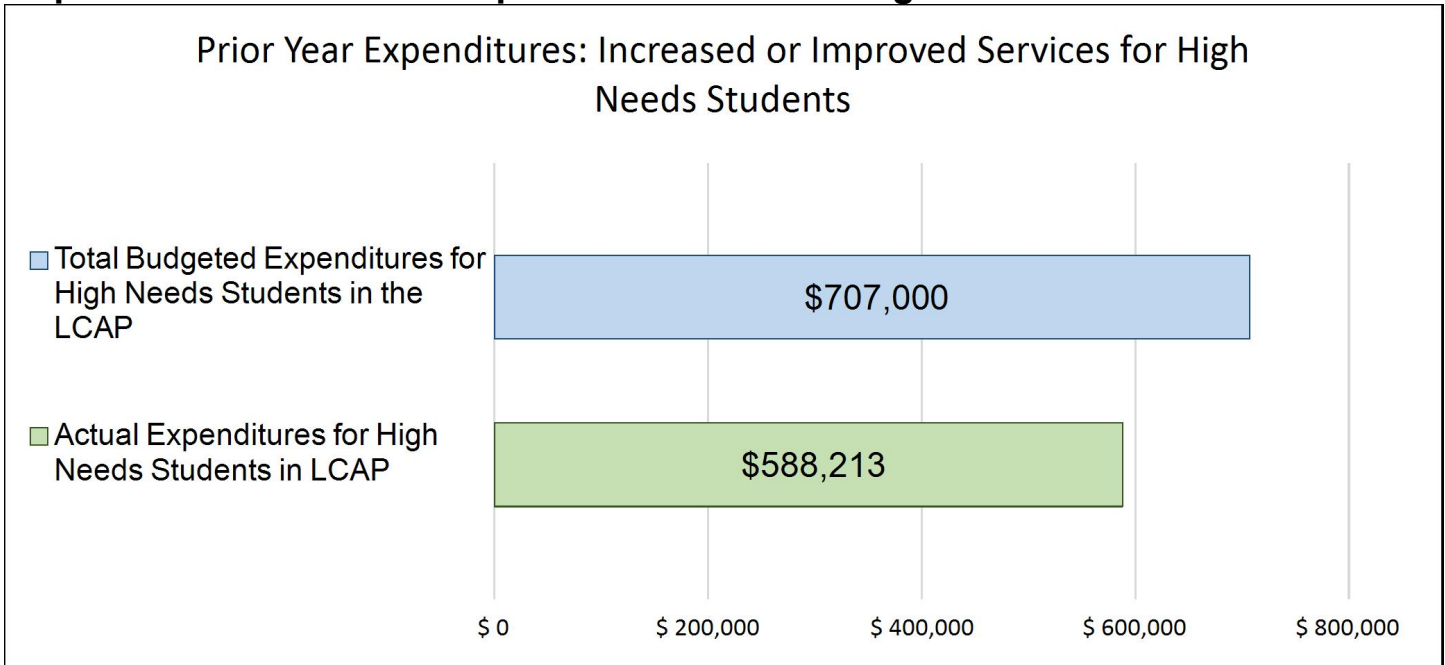
The additional expenditures within the general fund budget are for all other program, operational and administrative costs to operate the County Office of Education. This includes educational and operational costs as well as Human Resources, Financial, Special Education, Grant Programs, utilities and operations, supplies and services, contracted services.

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

In 2024-25, Yuba County Office of Education (YCOE) is projecting it will receive \$489,561 based on the enrollment of foster youth, English learner, and low-income students. Yuba County Office of Education (YCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba County Office of Education (YCOE) plans to spend \$825,200 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 Yuba County Office of Education (YCOE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yuba County Office of Education (YCOE) 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, Yuba County Office of Education (YCOE)'s LCAP budgeted \$707,000 for planned actions to increase or improve services for high needs students. Yuba County Office of Education (YCOE) actually spent \$588,213 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-118,787 had the following impact on Yuba County Office of Education (YCOE)'s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of funds for High Needs students was due to needing to expend the remaining significant increase of one time post pandemic funds to address learning loss and the negative impact on social emotional learning rather than the plan to expend the LCFF funds.

Root cause analysis processes and analysis of both qualitative and quantitative data, and feedback received through stakeholder engagement processes, it was determined that the actions provided with LCFF funds were the most effective to address the identified needs of the High Needs students

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Office of Education (YCOE)	Bobbi Abold Deputy Superintendent	bobbi.abold@yubacoe.k12.ca.us 530-749-4872

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.

Yuba County is located in the northern Sacramento Valley and has basically an agricultural economy. It has one of the highest unemployment rates in the state (and nation). According to a USA Today article; in 2015, Yuba County was 6th highest in unemployment in the nation. Yuba County also rates extremely high in teen pregnancy, drug use, and generational poverty.

There are five public school districts in Yuba County with enrollment ranging from 10,377 in the largest district to 45 in the smallest; with a total countywide public school student enrollment of approximately 15,000.

There are five charter schools in Yuba County with an approximate enrollment of 1,490 students.

As of May 2023, Yuba County's unemployment rate was 7.3%; California was 5.3% and nationally, 3.9%, ranking Yuba County higher than both the state and national average.

The Yuba County Office of Education (YCOE) provides educational services to meet the needs of students in Court and Community School Programs.

H.P.B. Carden School, located in the Tri-County Juvenile Rehabilitation Center, provides a Western Association of Schools and Colleges (WASC) accredited alternative learning program for incarcerated students. Carden School provides the educational component to two programs within the facility. One serves the students from Colusa, Sutter and Yuba counties who are incarcerated in the Juvenile Hall temporarily, while awaiting pending disposition before the Juvenile Court. The other, The Maxine Singer Youth Guidance Center, is an extended placement commitment center serving incarcerated youth from multiple counties within a larger geographical area, with at least a 365 day court commitment.

Thomas E. Mathews County Community School provides educational services for Yuba County students that are expelled from their school of residence, on probation, probation referred, on truancy contracts or demonstrating out of control behavior.

Over the last five years, enrollment at H.P.B. Carden School in the TRJRC has been steadily declining due to the decrease in incarceration rates of youth. Average daily attendance rates fluctuate between 18 and 25. Although there continue to be increasing numbers of students with significantly challenging social emotional and behavior needs across the county, Thomas E. Mathews enrollment is trending lower than in the past several years due to the program successfully referring students back to their district of residence.

Reflections: Annual Performance

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

For the development of the 2024 LCAP, based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partner input, it was determined that a focus on mitigating the learning gaps, and social emotional wellness barriers with evidence based practices and processes will continue to be a priority in the current and upcoming school years.

Included in this have been the a thorough implementation of a mutli-tiered system of supports (MTSS), extended supports and interventions to increase services and accessibility for foster youth, English learners, and low-income students, continued evaluation of the curricula, and instructional delivery, and focused development of tier 3 intensive academic and behavioral interventions, all documented and monitored in individual learning plans (ILP).

Identified Areas of Need – The most recent data available of the state indicators in which overall performance was "High" or "Very High" for Suspension for all students, Foster Youth, Socio-economically Disadvantaged, and Students with Disabilities student groups.

In 2024-25 the LEA will continue to address these identified areas, continuing on-going needs assessments to identify reasons of low performance and performance gaps. Included in the LEA needs assessment were reviews of most recent state and local data with all staff, collective root-cause analysis, parent, staff, and student surveys, and continued review from contracted outside agencies.

It was again determined, as a result, that countywide and site-based PBIS training be implemented on an ongoing basis, a Youth Advocacy Director and SEL Prevention Assistant be maintained and actively engage with students and families, and that the Alternative Education Director continue to work directly with the county C & I Director and site leadership team to maintain current CTE course offerings and increase course program offerings to expand the CTE program, as well as implement project based learning strategies in an effort to increase positive student engagement.

As a result, the following Goal and Actions will be implemented in 2024-27:

Goal 1: Provide a multi-tiered system of intensive support and interventions to address learning gaps, credit deficiency, and social emotional wellness barriers to ensure that students meet reinstatement goals and return to their district of origin on track to graduate (or equivalent), enroll in post secondary education, and/or successfully enter the workforce.

The following Actions will support Goal 1:

1.1, 1.2 Develop and implement a project based curriculum

1.3, 1.4, 1.10 Implementation of a school wide formative assessment system, monitoring delivery of instructional practices, and content area standards.

1.6, 1.7 Provide Career Technical Education (CTE) courses, college and career readiness, Hall to Home transition supports.

Goal 2: Develop and implement an integrated support services model for students and families to address the social emotional wellbeing of students and barriers to successfully engaging in school, workplace and community.

The following Actions will support Goal 2 and address Red Dashboard Indicators in Suspension for All, Socio-economically Disadvantaged, Hispanic, and White students groups.

2.3, 2.4, 2.6 Implement Positive Behavior Intervention & Supports (PBIS), School Wide Intervention System (SWIS).

2.11, 2.13, 2.15 Provide Tier 3 intensive interventions to mitigate social emotional wellness barriers.

2.2, 2.5, 2.7, 2.12, 2.14 Provide meaningful and relevant parent and family engagement opportunities.

2.8, 2.9, 2.10 Provide supports to ensure a safe school and effective learning environment.

Goal 3: Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.

The following Actions will support Goal 3:

Goal 3 Actions 3.1 Coordinate an improved system of county wide services for expelled youth

Goal 4: Yuba County Blue Ribbon Commission (BRC) has served as the Executive Advisory Council (EAC) for the FYSCP for over 20 years. The BRC comprises agency directors and the courts all of whom develop policies. The FYSCP will expand the EAC to include direct service staff from various organizations currently participating in the BRC. In addition, meeting with direct service providers the EAC will also expand the participation to other providers and encourage resource families, Foster Family Agencies (FFA), and current and former foster youth. This change intends to encourage more discussion and focus on implementing policy and implementation of model practices.

The following Actions will support Goal 4:

4.1, 4.2, 4.3, 4.4, 4.5

Provide staff, data systems and conferences to support effective collaborative county wide services to Foster Youth. .

Equity Multiplier funding has been allocated to Thomas E. Mathews School and Harry P B Carden School.

Goal 5:

The following Actions will support Goal 5:

5.1, 5.2, 5.3

Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Thomas E Mathews Community School

Support for Identified Schools

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

Yuba County Office of Education System of Support staff will facilitate and support Thomas E. Mathews schools PLN meetings to support CSI plan development in schools identified for comprehensive support. Meetings will include conducting needs assessments, root cause analysis, data analysis protocols, identifying change ideas and implementing plan, do, act cycles.

Monitoring and Evaluating Effectiveness

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

The LEA is required to utilize the LCAP and SPSA processes to monitor schools eligible for CSI

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Yuba County Office of Education engaged with the follow educational partners through this process. These partners included:</p> <ul style="list-style-type: none"> Teachers, Principals, Administrators, other school personnel, local bargaining units, parents, and students Local law enforcement County probation department Behavioral health Social Emotional Learning staff Youth Advocacy program staff Community Schools staff 	<p>Since the inception of the first LCAP following the transition to Local Control Funding Formula in 2013-14, Yuba County Office of Education has been committed to purposeful engagement of all educational partners, including parents, students, educators, school staff, local bargaining units, partner service providers and community agencies.</p> <p>Through this on-going, systematic and authentic engagement, Yuba COE has utilized the LCAP process as a comprehensive strategic planning process to address the significant needs of our students and to ensure alignment throughout and across all school level and LEA level plans.</p> <p>Therefore, in 2024-25, LCAP remained a reoccurring agenda discussion item on Court & Community School meeting agendas including Parent Advisory Committee (parents), School Site Council (administrators including principals, teachers, school staff, students and community partners), school staff meetings (teachers, administrators, school staff), Independent Learning Plan meetings (students, parents and school staff), Yuba County Institutions/School meetings (probation, school administrators), LCAP Stakeholder Engagement Meeting (local bargaining units),and Student Transition meetings (Youth Advocacy staff and referring LEA staff) and lastly, Community School Advisory Committee.</p>

Educational Partner(s)	Process for Engagement
	<p>Yuba COE Court & Community School does not have a numerically significant English Learner student group, therefore, does not have an English Learner Parent Advisory Committee. However, CCSPP Advisory Committee, Parent Advisory Committee and School Site Council membership is representative of all student group demographics and feedback from all parents are included in the analysis of stakeholder engagement.</p> <p>The Improvement Science model strategies including root cause analysis, empathy interviews, and fish bone continue to be used in various stakeholder engagement processes to identify program needs, possible change ideas, and guide the action and services included within the LCAP.</p> <p>CCSPP survey collected input and feedback from educational partners on the following topics; integrated student supports, family and community engagement, collaborative leadership practices and extended learning time and opportunities.</p> <p>The requirement to consult with the Yuba County SELPA administration was met by the collaborative root cause analysis process which includes the Yuba County SELPA Director, and is included in the Why Statement of Goal 1 and Goal 2</p> <p>Consultation with Educational Partners included Equity Multiplier funding.</p>

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

Feedback received from administrators, teachers, school staff, parents, students and partner service providers and community agencies is consistent with feedback from the previous two years and include the following:

Focus Area- Safe school and effective learning environment

- Continue to provide a low student to school staff ratio to provide the necessary behavior interventions and supports to maintain a safe school and effective learning environment.
- Continue to provide the on site Student Resource Officer (SRO) and the Probation Officer (PO) to provide necessary supports and interventions to maintain a safe school and effective learning environment.

- Provide an on-site visible and engaged site-leadership team to provide necessary supports and interventions to maintain a safe school and effective learning environment.
- Provide a stipend for a Teacher-In-Charge model to expand the site leadership team. (new)

Focus Area- Engaging and accessible curriculum for all students including English Learners, Foster Youth, Low Income and Students with Disabilities

- Consider supplemental instructional materials to support board adopted Edgenuity curriculum to address students below grade level competency levels.
- Continue informal classroom walkthrough tool to provide feedback regarding standards based instructional strategies implementation (new)
- Develop project-based learning curricular units that integrate content area and increase student engagement. (new)
- Continue to provide Career Technical Education and career courses and trainings to ensure that students have both the technical skills and the soft skills to be successfully employed.
- Provide Physical Education class to provide students with an opportunity to increase physical activity and improve their health and wellness.

Focus area- Provide interventions and supports to address social emotional, health and wellness barriers

- Continue to provide a Multi-Tiered System of Support (MTSS) to include counseling and support in Social-emotional Learning (SEL) to address the significant student needs in this area.
- Provide a wellness center model to address overall health and wellness barriers to school success. (new)
- Continue to support Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) to address the significant student needs in academic, behavioral and social-emotional areas.
- Continue to address the high level of student truancy, substance abuse, and gang involvement.
- Continue to address the difficulty parents experience and continue to offer parent classes.
- Increase parent engagement in students' school program by improving Independent Learning Plan (ILP) development during enrollment processes (new)
- Hold quarterly parent engagement sessions in coordination with Probation at Tri-County Youth Rehabilitation Center.

While most of the feedback focus areas remain consistent from the 2023-24 school year, it is to be noted that the above mentioned continuing areas need to be effectively monitored for implementation fidelity during 2024-25.

It is also noted that it is necessary to continue to evaluate the support systems that are in place at the COE level that provide support to the school sites.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a multi-tiered system of intensive support and interventions to address learning gaps, credit deficiency, and social emotional wellness barriers to ensure that students meet reinstatement goals and return to their district of origin on track to graduate (or equivalent), enroll in post secondary education, and/or successfully enter the workforce..	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on recent 2023-24 data analysis using multiple measures, as detailed in Increased Improved Services section of this LCAP, all program students continue to experience significant barriers to being on track to graduate, college and career ready. As part of the enrollment process, students and parents meet with administration and go through an Independent Learning Plan development process. ILP review shows that most students are credit deficient and have significant academic achievement gaps. Additionally, empathy interviews and focus groups with students indicate that students lack motivation to engage in traditional instructional programs and would benefit from a project based learning curriculum to increase connectedness to real world applications. Feedback from both students and parents also suggest a high interest in obtaining work related skills.

In 2024-25, the following actions and services will continue to support progress towards Goal 1 by ensuring the teachers receive professional development to implement project based learning curriculum (1.1), are provided with curriculum and materials (1.3) (1.8) and use a robust assessment system (1.4) to identify targeted areas of need to be addressed in Intervention (1.3) thereby resulting in students receiving effective instruction and intervention necessary to meet grade level academic standards and obtain credits towards graduation.

Specific English Learner actions and services are not included in the LCAP as EL student group is not numerically significant with less than 10 enrolled in the Court and Community School program. All EL students receive integrated English Language Development (ELD) support in content area classes, as well as specific ELD instruction during targeted intervention, both based on individual student ELD level.

Students that are eligible for Special Education services receive services by a Special Education teacher in collaboration with General Education teachers as determined by their Individual Education Plan (IEP).

Additionally, in 2024-25, based on consultation with SELPA administration and on-going review of root cause analysis findings during Special Education Plan indicated a continued need for processes and procedures to monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff on-board training with all school systems to address "out" indicators of graduation rate and college and career.

Yuba COE Court & Community School program focuses on credit recovery, improving social emotional learning and behavior skills and reinstating students to their district of residence. Successful completion of of courses that satisfy the requirements for entrance to the University of California and the California State University is not a primary focus for our student population. However, A-G course offerings are available for students identified for placement.

Lastly, the establishment of the Community Schools Partnership Program at each site highlights the need for the exploration and incorporation of community curriculum and pedagogy. This includes the exploration and adoption of a curriculum that supports project based learning and though community connections to support real world problem solving and skill development for pathways to college and career readiness (1.4, 1.5, 1.6 and 1.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 % of properly credentialed and assigned teachers as measured by Williams Survey	1.1 71% properly credentialed teachers			1.1 100% properly credentialed teachers	
1.2	1.2-% of Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey			1.2-100% Instructional materials sufficiency as measured by Williams Survey	
1.3	1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey			1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					as measured by Williams Survey	
1.4	1.4- California State Standard implementation as measured with local observation tool	1.4- 50% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool			1.4- 100% of classrooms demonstrate full implementation of California State Standards as measured with observation tool	
1.6	1.5 % of students showing growth on local benchmark assessment proficiency	1.5 Baseline to be established (new metric)			1.5- Annual increase in % of students showing growth on local benchmark assessment proficiency	
1.7	1.6- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.6- Baseline to be established (new metric)			1.6- Annual increase in % of students making growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	
1.8	1.7- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- Baseline to be established (new metric)			1.7-Annual increase in % of students making growth on California Assessment of Student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Performance and Progress (CAASPP) in mathematics	
1.9	1.8- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- Baseline to be established (new metric)			1.8-Annual increase in % of students making growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	
1.11	1.10-% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)			1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	
1.12	1.11-% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed			1.11-80% of Individual Education Plan (IEP) goals successfully completed	
1.13	1.12-% of ALL students have access to/enrollment in broad course of study; including Career Technical Education	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education			1.12- 100% of ALL students have access to/enrollment in broad course of study; including	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CTE) as evidenced by master schedule	(CTE) as evidenced by master schedule			Career Technical Education (CTE) as evidenced by master schedule	
1.14	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction			1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	
1.15	1.14- AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students			1.14-AP and EAP are not applicable metrics for court & community school students	
1.17	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.			1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	1.1 Professional Development in project based learning in content areas. Continue all staff training on school-wide implementation of multi-tiered systems of support (MTSS), Crisis Prevention & Intervention (CPI)	\$8,000.00	No Yes
1.2	Intervention Teacher	1.2 Maintain Instructional Intervention Teachers to support Independent Learning Plan process and provide targeted intervention for Foster Youth and Low Income students	\$255,880.00	Yes
1.3	Curriculum Instructional Materials	1.3 Fully implement Edgenuity, current board adopted core content area curriculum to increase student access to grade level instructional program	\$179,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for foster youth and low income students that are identified as having significant learning gaps		
1.4	Local Assessment System	1.4 Renaissance Learning to provide local assessment data in reading and mathematics	\$7,000.00	Yes
1.5	Technology Work Plan	1.5 Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, and software.	\$10,000.00	No
1.6	Career Technical Education	1.6 Provide Career Technical Education course access and career readiness skills to students	\$200,000.00	No
1.7	College Readiness / Hall to Home	Provide a Prevention Assistant to provide college readiness workshops and support students who are enrolled in college courses. Provide transition supports and services to formerly incarcerated youth as they transition back to their school of residence and community.	\$175,000.00	No
1.8	Pilot Supplemental Instructional Materials	1.8 - Pilot supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Food Service Assistant	1.9 Maintain Food Services Assistant.	\$15,000.00	No
1.10	Classroom Observations, Walkthrough and Feedback	Conduct ongoing and regularly scheduled administrative classroom walk throughs with observations and feedback.	\$0.00	
1.11	Nucleos instructional platform	Maintain Nucleos licenses and applications for secure technology access	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement an integrated support services model for students and families to address the social emotional wellbeing of students and barriers to successfully engaging in school, workplace and community.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on 2023-24 data analysis of multiple measures as detailed in the Increased and Improved Services section of this LCAP, all program students are experiencing significant barriers to being academically and socially and emotionally successful. As part of the enrollment process, students and parents and referring school district staff meet with site leadership team and go through a student need analysis or an Independent Learning Plan development process. The results of these analysis continue to show that most students are experiencing or have experienced high levels of trauma, and have significant social-emotional issues that prevent them from being fully engaged in their education. Additionally, in consultation with SELPA administration and root cause analysis of program, findings indicated a need for processes and procedures to consistently implement and monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff training with all school systems to address indicators of suspension rate as well as all social emotional and behavioral barriers. Lastly, through the implementation of the Community Schools Partnership Program, integrated student supports will focus on decreasing individual barriers to resources for students and families to improve students' social and emotional well-being, physical health, and mental health.

In 2024-25 the following actions and services will continue to support progress towards Goal 2 by having parent engagement activities for parents to learn about how the school is supporting their student's academic, behavioral and social emotional needs (2.2), increasing students connectedness to the school community by providing system wide implementation of PBIS (2.3), Restorative Practices (2.6) to develop pathways to re-enter back into the school site and relationships when there has been conflict. SWIS data shows student discipline for major incidents are reduced when provided a timely intervention and ongoing support. Behavior Specialist, Probation Officer, Student Resource Officer, Social Emotional Learning Team and Youth Advocate positions provide intensive levels of support (2.4,2.8,2.10, 2.11) Parent project and SARB Coordinator provide support for families to overcome the barriers to positive school outcomes as identified by Independent Learning Plan assessment data and educational partner feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Attendance rates	2.1 85.5% Attendance rate			2.1 Annual increase in Attendance rate	
2.2	2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates			2.2 Annual increase in Truancy/chronic absenteeism rates	
2.3	2.3 Discipline referrals for disruption including suspension	2.3 Baseline for discipline referral rates for disruption to be established in Year 1 (new metric)			2.3 Annual decrease in discipline referral rates for disruption	
2.4	2.4 Discipline referral rates for major incidents including suspension	2.4 Baseline for discipline referral rates for major incidents including suspension to be established in Year 1 (new metric)			2.4 Annual decrease in discipline referral rates for major incidents including suspensions	
2.5	2.5 PBIS implementation fidelity assessment	2.5 83% on PBIS implementation fidelity assessment			2.5 90% on PBIS implementation fidelity assessment	
2.6	2.6 Connectedness factors on CHKS and new local assessment	2.6 Baseline CHKS data and local assessment will be established in Year 1 (new metric)			2.6 5% annual increase CHKS and local assessment	
2.7	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs			2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	
2.8	2.8 Pupil expulsion rates are not applicable to	2.8 Pupil expulsion rates are not applicable			2.8 Pupil expulsion rates are not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Court & Community School Programs	to Court & Community School Programs			applicable to Court & Community School Programs	
2.9	2.9 Parent survey participation rate	2.9 72% Parent Survey participation rate			2.9 72% Parent Survey participation rate	
2.10	2.10 Parent participation in school activities rate	2.10 Baseline for parent participation in school activities will be established in Year 1			2.10 Baseline for parent participation in school activities will be established in Year 1	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Activities	2.1 Implement at least one high-interest student activity per semester.	\$5,000.00	No Yes
2.2	Parent Engagement	Parent conferences quarterly to review progress towards reinstatement.	\$3,000.00	Yes
2.3	Positive Behavior Interventions and Supports (PBIS)	2.3 Implement Positive behavior Intervention Supports (PBIS) with fidelity to provide individualized interventions and supports for each English Learners, Foster Youth, and Low Income students. SWIS data system Behavior incentives PBIS training	\$60,000.00	Yes
2.4	Behavior Specialist	2.4 Behavior Specialist to provide intensive trauma training and positive behavior support plans to each English Learner, Foster Youth and Low Income student, including those students with disabilities.	\$73,000.00	Yes
2.5	Parent Engagement	2.5 Schedule quarterly Carden School parent engagement sessions in coordination with family visits at Tri-County Youth Rehabilitation Center	\$1,000.00	Yes
2.6	Restorative Practices	2.6 Provide Restorative Practice training for all staff and service providers to support implementation of a restorative environment for each English Learner, Foster Youth, and Low Income student, including students with disabilities.	\$32,000.00	Yes
2.7	Parent Project	2.7 Coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, and Health and Human Services to	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide training for families of English Learners, Foster Youth and Low Income students, including students with disabilities.		
2.8	Probation Officer	2.8 Provide a full-time on-site Probation Officer to support a safe school and effective learning environment.	\$70,000.00	Yes
2.9	SARB Coordinator	2.9 5% SARB Coordinator to support system interventions to improve truancy rates and student attendance.	\$5,000.00	Yes
2.10	Student Resource Officer	2.10 Provide a 30% Student Resource Officer to support a safe school and effective learning environment	\$30,000.00	Yes
2.11	Youth Advocate Director	2.11 Provide a Youth Advocate Director position 1 FTE to coordinate Youth Advocacy program services.	\$80,000.00	Yes
2.12	Parent Engagement	Schedule and provide a series of relevant workshops for parents; topics to be determined based on parent interest feedback, such as; Substance Use, Gang Awareness, Trauma Informed Practices, etc.	\$2,000.00	Yes
2.13	Wellbeing Universal Screener	Social Emotional universal screener will be administered to student and parent at enrollment to determine student needs and intervention plan	\$5,000.00	Yes
2.14	Parent Engagement	Host quarterly family involvement activities.	\$3,000.00	Yes
2.15	PBIS	Strengthen Tier three interventions and supports	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.	Focus Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

County Office of Education has the responsibility to Coordinate the Countywide Plan for Expelled Youth per AB922. Providing specific coordinator duties to oversee the countywide plan for expelled youth will ensure program sustainability and that each expelled youth is placed in the least restrictive educational setting during their expulsion term, and also transitioned into their district of residence once their expulsion term is expired.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Expelled Youth having educational services coordinated through Yuba County process	100% of Expelled Youth having educational services coordinated through Yuba County process			100% of Expelled Youth having educational services coordinated through Yuba County process	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expelled Youth Plan Coordinator	3.1 Continue to provide administrative support to coordinate an improved system of countywide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Yuba County Blue Ribbon Commission (BRC) has served as the Executive Advisory Council (EAC) for the FYSCP for over 20 years. The BRC comprises agency directors and the courts all of whom develop policies. The FYSCP will expand the EAC to include direct service staff from various organizations currently participating in the BRC. In addition, meeting with direct service providers the EAC will also expand the participation to other providers and encourage resource families, Foster Family Agencies (FFA), and current and former foster youth. This change intends to encourage more discussion and focus on implementing policy and implementation of model practices.	Focus Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

County Office of Education has the responsibility to coordinate Foster Youth Services county wide. Providing a Foster Youth Coordinator, educational caseworker, program secretary, and other program staff will ensure program sustainability and that all LEAs within the county are providing the required services to all foster youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4.1 - Number of services provided to support Foster Youth county wide	4.1 - this is a new metric no baseline for number of services provided to support Foster Youth county wide			800 services to 200 students	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Foster Youth Coordinator/Laision	4.1 Provide Prevention Coordinator to act as Foster Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.	\$60,000.00	No
4.2	Prevention Secretary/Accountant	4.2 Prevention Secretary/Accountant to support countywide Foster Youth programs	\$16,000.00	No
4.3	Foster Focus Data System	4.3 Continue to support a countywide protocol to share data from the Foster Focus system	\$2,300.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Foster Youth Educational Caseworker	4.4 Provide Educational Casemanagers to provide educational support	\$80,000.00	No
4.5	Foster Youth Conferences	4.5 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences	\$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Funding will be used to provide instructional staff, materials and supplies to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy	Focus Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5.1 Local Assessment Indicators in reading and literacy	5.1 Baseline to be determined in Year 1			5.1 Annual increase in local assessment indicators	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Equity Multiplier staff Thomas E Mathews	Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy	\$108,000.00	No
5.2	Equity Multiplier staff Harry P B Carden	Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy	\$48,000.00	No
5.3	Equity Multiplier materials and supplies	Materials and Supplies	\$15,000.00	No

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
\$489,561	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.844%	0.000%	\$0.00	10.844%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: Credit deficiency and achievement gaps</p> <p>Scope: Schoolwide</p>	ILP review indicates that unduplicated students are credit deficient and have significant achievement gaps due to lack of motivation to engage in traditional instructional programs	student engagement, credits recovered

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>Action: Intervention Teacher</p> <p>Need: credit deficiency and achievement gaps</p> <p>Scope: Schoolwide</p>	<p>ILP review indicates that unduplicated students are credit deficient and have significant achievement gaps due to lack of motivation to engage in traditional instructional programs. Intervention Teacher develops Individual Learning Plans to include accelerated credit attainment and lesson development to address specific learning goals to address achievement gaps</p>	<p>ILP goal attainment progress monitoring</p>
1.3	<p>Action: Curriculum Instructional Materials</p> <p>Need: Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency</p> <p>Scope: Schoolwide</p>	<p>Providing a multiple grade level, multiple content area, online curriculum provides flexibility in assigning unduplicated students with an appropriate course of study, and opportunity to accelerate credit attainment.</p>	<p>Curriculum program reports on hours engaged and course work completed</p>
1.4	<p>Action: Local Assessment System</p> <p>Need: Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency</p> <p>Scope: Schoolwide</p>	<p>Provides a system for on-going, regular formative assessment to track student progress and guide intervention and support in ILP</p>	<p>Tracking student growth in reading and math</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
1.8	<p>Action: Pilot Supplemental Instructional Materials</p> <p>Need: Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency</p> <p>Scope: Schoolwide</p>	Supplemental curriculum will provide individualized intervention support as determined by ILP	On-going progress monitoring goals as determined by ILP
1.11	<p>Action: Nucleos instructional platform</p> <p>Need: Feedback from educational partners indicate that additional security measures are necessary to ensure that youth access only instructional materials</p> <p>Scope: Schoolwide</p>	Nucleos provides a secure platform for web-based curriculum applications	Number of security breaches
2.1	<p>Action: Student Activities</p> <p>Need: Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency as a result of lack of engagement in educational program</p>	Providing high interest student activities will increase student motivation and engagement in educational programs	Number of student activities, and student focus group feedback

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>Scope: Schoolwide</p>		
2.2	<p>Action: Parent Engagement</p> <p>Need: Review of multiple measures including parent feedback during enrollment processes indicate that parents of Unduplicated student groups have significant barriers to being engaged in their student's education.</p> <p>Scope: Schoolwide</p>	<p>Providing opportunities for meaningful engagement will reduce the identified barriers for parents of Unduplicated students</p>	<p>Number of parents engaging in activities</p>
2.3	<p>Action: Positive Behavior Interventions and Supports (PBIS)</p> <p>Need: Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators</p> <p>Scope: Schoolwide</p>	<p>PBIS is an evidence based practice proven to improve student outcomes in these indicators</p>	<p>student discipline rates, suspension rates, chronic absenteeism rates</p>
2.4	<p>Action: Behavior Specialist</p> <p>Need:</p>	<p>Providing behavior plans for all students in ILPs and IEPs, barriers to positive student outcomes will be reduced</p>	<p>Academic and behavior indicator outcomes will improve</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>Multiple measures including local, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency. Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators</p> <p>Scope: Schoolwide</p>		
2.5	<p>Action: Parent Engagement</p> <p>Need: Parents of incarcerated students have limited access to their student's educational program.</p> <p>Scope: Schoolwide</p>	<p>Providing opportunities for engagement in coordination with family visits at TCJRC will increase parent access.</p>	<p>Number of parents that engage in activities</p>
2.6	<p>Action: Restorative Practices</p> <p>Need: Multiple measures including local, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency. Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators.</p>	<p>Restorative Practices is an evidence based practice proven to increase the positive student outcomes in the above mentioned indicators</p>	<p>Increase in positive students outcomes</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>Scope: Schoolwide</p>		
2.7	<p>Action: Parent Project</p> <p>Need: Multiple measures including suspension rates, chronic absenteeism and feedback from parents indicate that parents feel helpless and hopeless with regards to influencing their student's behavior</p> <p>Scope: Schoolwide</p>	Parent Project is an evidence based parent class proven to increase positive student outcomes	Parent feedback
2.8	<p>Action: Probation Officer</p> <p>Need: Educational partner feedback data indicates the Probation Officer on campus creates a safer school and more effective learning environment</p> <p>Scope: Schoolwide</p>	Probation Officer interacts with all students and provides staff with supports as interventions as needed	Educational partner feedback
2.9	<p>Action: SARB Coordinator</p> <p>Need:</p>	Provide program support and interventions to SARB	Participation of SARB Coordinator at SARB

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>County Court and Community School students have high rate of truancy</p> <p>Scope: Schoolwide</p>		
2.10	<p>Action: Student Resource Officer</p> <p>Need: Educational partner feedback data indicates the Student Resource Officer on campus creates a safer school and more effective learning environment</p> <p>Scope: Schoolwide</p>	Student Resource Officer interacts with all students and provides staff with supports as interventions as needed	Educational partner feedback
2.11	<p>Action: Youth Advocate Director</p> <p>Need: County Court and Community School Unduplicated students have significantly high level of barriers to successfully engaging in educational programs.</p> <p>Scope: Schoolwide</p>	Youth Advocacy Director coordinates various wrap around type services to reduce barriers and increase positive student outcomes	Number of services provided
2.12	<p>Action: Parent Engagement</p> <p>Need:</p>	Providing workshops for parents will increase their ability to provide supports and increase positive student outcomes	Parent participation rates

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>Multiple measures including suspension rates, chronic absenteeism and feedback from parents indicate that parents feel helpless and hopeless with regards to influencing their student's behavior</p> <p>Scope: Schoolwide</p>		
2.13	<p>Action: Wellbeing Universal Screener</p> <p>Need: Multiple measures including educational partner feedback indicate that students face multiple barriers to successfully engaging in their educational program due to social, emotional and overall wellness issues.</p> <p>Scope: Schoolwide</p>	Providing a universal screener will support identifying interventions and supports	number of screeners administered, and interventions provided
2.14	<p>Action: Parent Engagement</p> <p>Need: Review of multiple measures including parent feedback during enrollment processes indicate that parents of Unduplicated student groups have significant barriers to being engaged in their student's education.</p> <p>Scope:</p>	Providing opportunities for meaningful engagement will reduce the identified barriers for parents of Unduplicated students	Parent participation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.15	<p>Action: PBIS</p> <p>Need: Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators. Feedback from educational partners indicates that students have significant social emotional issues that require coordination of services with county wide health and wellness partners.</p> <p>Scope: Schoolwide</p>	PBIS Tier 3 is an evidence based practice that is proven to streamline coordination of services and provide an increase to positive student outcomes	Number of services provided

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The unduplicated student count in Yuba County Office of Education court and community schools continues to be nearly 100%. Therefore, ALL services in 2021-24 LCAP continue to be aligned specifically to the intensive needs of the English Learners, Foster Youth and Low Income students which make up the at-risk student groups served. These research-based services will be continued to meet the academic, social emotional and college and career readiness skill needs of Foster Youth, English Learner and Low Income students in our programs.

There are no limited contributing actions, all are school wide.

Additional Concentration Grant Funding

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

Not applicable to county Offices of Education

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

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 %)
Totals	4514746.71	489,561	10.844%	0.000%	10.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$865,200.00	\$423,800.00	\$125,000.00	\$311,180.00	\$1,725,180.00	\$990,880.00	\$734,300.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All English Foster Low Learners Youth Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	\$0.00	\$8,000.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$8,000.00	0
1	1.2	Intervention Teacher	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$255,880.00	\$0.00	\$131,200.00	\$43,500.00	\$0.00	\$81,180.00	\$255,880.00	0
1	1.3	Curriculum Instructional Materials	Foster Low Youth Income	Yes	Schoolwide	Foster Youth Low Income	All Schools	2024-27 school year	\$0.00	\$179,000.00	\$179,000.00	\$0.00	\$0.00	\$0.00	\$179,000.00	0
1	1.4	Local Assessment System	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00	0
1	1.5	Technology Work Plan	All	No				2024-27 school year	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0
1	1.6	Career Technical Education	All	No				2024-27 school year	\$195,000.00	\$5,000.00	\$5,000.00	\$0.00	\$120,000.00	\$75,000.00	\$200,000.00	0
1	1.7	College Readiness / Hall to Home	All	No				2024-27 school years	\$175,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$75,000.00	\$175,000.00	0
1	1.8	Pilot Supplemental Instructional Materials	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-25 school year	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	0
1	1.9	Food Service Assistant	All	No				2024-27 school years	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	0
1	1.10	Classroom Observations, Walkthrough and Feedback	English Foster Low Learners Youth Income			English Learners Foster Youth Low Income			\$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	Planned Percentage of Improved Services
1	1.11	Nucleos instructional platform			Yes	Schoolwide			2024-27 school years	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.1	Student Activities	All English Foster Low	Learners Youth Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2021-24 school years	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0
2	2.2	Parent Engagement	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	0
2	2.3	Positive Behavior Interventions and Supports (PBIS)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	0
2	2.4	Behavior Specialist	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$48,000.00	\$25,000.00	\$48,000.00	\$25,000.00	\$0.00	\$0.00	\$73,000.00	0
2	2.5	Parent Engagement	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carden School	2024-27 school years	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0
2	2.6	Restorative Practices	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$32,000.00	\$32,000.00	\$0.00	\$0.00	\$0.00	\$32,000.00	0
2	2.7	Parent Project	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	0
2	2.8	Probation Officer	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$70,000.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00	0
2	2.9	SARB Coordinator	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-25	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0
2	2.10	Student Resource Officer	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Youth Advocate Director	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$80,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00	0
2	2.12	Parent Engagement	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.13	Wellbeing Universal Screener	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.14	Parent Engagement	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.15	PBIS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.1	Expelled Youth Plan Coordinator	Expelled Youth		No				2024-27 school years	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
4	4.1	Foster Youth Coordinator/Laision	Foster Youth		No				2024-27 school years	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00	
4	4.2	Prevention Secretary/Accountant	Foster Youth		No				2024-27 school years	\$16,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	\$16,000.00	
4	4.3	Foster Focus Data System	Foster Youth		No				2024-27 school year	\$0.00	\$2,300.00	\$0.00	\$2,300.00	\$0.00	\$0.00	\$2,300.00	
4	4.4	Foster Youth Educational Caseworker	Foster Youth		No				2024-27 school year	\$80,000.00	\$0.00	\$0.00	\$80,000.00	\$0.00	\$0.00	\$80,000.00	
4	4.5	Foster Youth Conferences	Foster Youth		No				2024-27 school years	\$0.00	\$7,000.00	\$0.00	\$2,000.00	\$5,000.00	\$0.00	\$7,000.00	
5	5.1	Equity Multiplier staff Thomas E Mathews	Socio-economically Disadvantaged		No				2024-27 school year	\$108,000.00	\$0.00		\$108,000.00			\$108,000.00	
5	5.2	Equity Multiplier staff Harry P B Carden	Socio-economically Disadvantaged		No				2024-27	\$48,000.00	\$0.00		\$48,000.00			\$48,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.3	Equity Multiplier materials and supplies	Socio-economically Disadvantaged	No				2024-27 school year	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4514746.71	489,561	10.844%	0.000%	10.844%	\$825,200.00	0.000%	18.278 %	Total:	\$825,200.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$825,200.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	0
1	1.2	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$131,200.00	0
1	1.3	Curriculum Instructional Materials	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$179,000.00	0
1	1.4	Local Assessment System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
1	1.8	Pilot Supplemental Instructional Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0
1	1.10	Classroom Observations, Walkthrough and Feedback			English Learners Foster Youth Low Income		\$0.00	
1	1.11	Nucleos instructional platform	Yes	Schoolwide			\$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0
2	2.2	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	0
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	0
2	2.4	Behavior Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$48,000.00	0
2	2.5	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carden School	\$1,000.00	0
2	2.6	Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	0
2	2.7	Parent Project	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	0
2	2.8	Probation Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	0
2	2.9	SARB Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0
2	2.10	Student Resource Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	0
2	2.11	Youth Advocate Director	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	0
2	2.12	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.13	Wellbeing Universal Screener	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	
2	2.15	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income		\$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,338,800.00	\$1,310,916.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$8,000.00	\$2,100.00
1	1.2	Intervention Teacher	Yes	\$150,000.00	\$265,781.25
1	1.3	Curriculum Instructional Materials	Yes	\$165,000.00	\$179,000.00
1	1.4	Local Assessment System	No	\$6,500.00	\$6984.00
1	1.5	Technology Work Plan	No	\$10,000.00	\$10,000.00
1	1.6	Career Technical Education	Yes	\$145,000.00	\$187,000.00
1	1.7	College Readiness / Hall to Home	Yes	\$100,000.00	\$100,150.56
1	1.8	Pilot Supplemental Instructional Materials	Yes	\$25,000.00	\$0
1	1.9	Food Service Assistant	No	\$15,000.00	\$17,452.51
2	2.1	Student Activities	Yes	\$5,000.00	\$1,596.83
2	2.2	Parent Engagement	Yes	\$3,000.00	\$123.07

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	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	\$60,000.00	\$35,485.00
2	2.4	Behavior Specialist	Yes	\$73,000.00	\$81,553.03
2	2.5	Assistant Principal	Yes	\$120,000.00	\$0
2	2.6	Restorative Practices	Yes	\$32,000.00	\$10,336.42
2	2.7	Parent Project	Yes	\$35,000.00	\$5335.54
2	2.8	Probation Officer	Yes	\$70,000.00	\$65,000.00
2	2.9	SARB Coordinator	Yes	\$5,000.00	\$5,000.00
2	2.10	Student Resource Officer	Yes	\$30,000.00	\$30,000.00
2	2.11	Youth Advocate Director	Yes	\$80,000.00	\$139,150.77
3	3.1	Expelled Youth Plan Coordinator	No	\$10,000.00	\$10,000.00
4	4.1	Foster Youth Coordinator/Laision	No	\$75,000.00	59,995.00
4	4.2	Prevention Secretary/Accountant	No	\$43,100.00	15,408.00
4	4.3	Foster Focus Data System	No	\$2,300.00	2,300.00

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)
4	4.4	Foster Youth Educational Caseworker	No	\$63,900.00	74,165.00
4	4.5	Foster Youth Conferences	No	\$7,000.00	7,000.00

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)
489561.00	\$707,000.00	\$588,212.50	\$118,787.50	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$4,000.00	\$2,100.00	0	
1	1.2	Intervention Teacher	Yes	\$40,000.00	\$131,180.50	0	
1	1.3	Curriculum Instructional Materials	Yes	\$160,000.00	\$179,000.00	0	
1	1.6	Career Technical Education	Yes	\$45,000.00	\$45,000.00	0	
1	1.7	College Readiness / Hall to Home	Yes	\$25,000.00	\$71,715.00	0	
1	1.8	Pilot Supplemental Instructional Materials	Yes	\$25,000.00	\$0	0	
2	2.1	Student Activities	Yes	\$5,000.00	\$1600.00	0	
2	2.2	Parent Engagement	Yes	\$3,000.00	\$125.00	0	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	\$60,000.00	\$35,485	0	
2	2.4	Behavior Specialist	Yes	\$48,000.00	\$6,671.00	0	
2	2.5	Assistant Principal	Yes	\$120,000.00	\$0	0	
2	2.6	Restorative Practices	Yes	\$32,000.00	\$10,336.00	0	
2	2.7	Parent Project	Yes	\$35,000.00	\$0	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Probation Officer	Yes	\$70,000.00	\$70,000	0	
2	2.9	SARB Coordinator	Yes	\$5,000.00	\$5,000.00	0	
2	2.10	Student Resource Officer	Yes	\$30,000.00	\$30,000.00	0	
2	2.11	Youth Advocate Director	Yes	\$0.00	\$0	0	

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)
4,514,746.71	489561.00	0	10.844%	\$588,212.50	0.000%	13.029%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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:

- 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 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.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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:
 - 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 provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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).

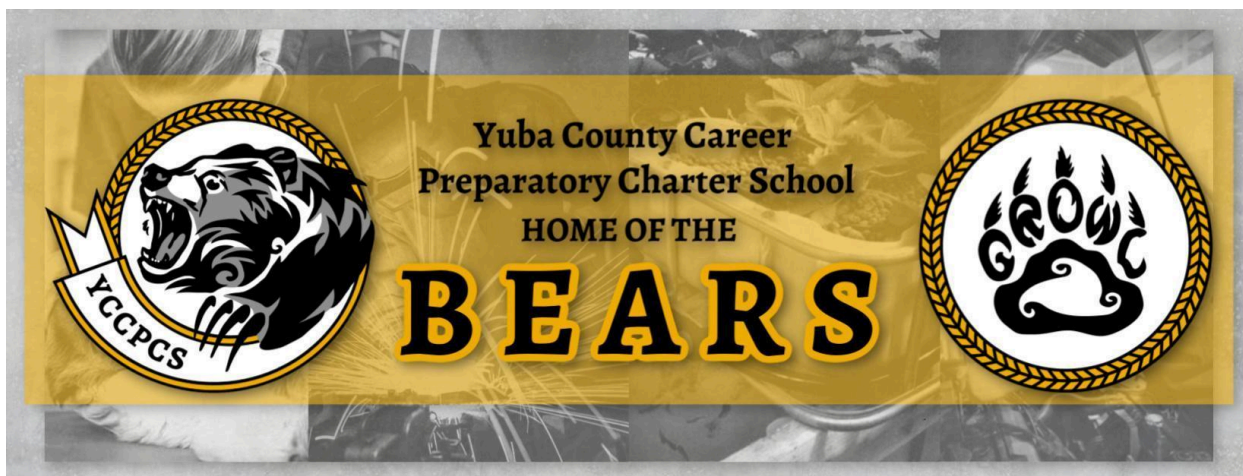
LCFF Carryover Table

- **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



Yuba County Career Preparatory Charter School Charter Petition

Charter Term 11/15/2018- 11/14/2023

Pursuant to SB 114 and Education Code section 47607.4, the Term Expiration
Is Extended Until 11/14/25

Cynthia Soares, MS, PPS, Director

Shelly Arvizu, Operational Services Administrator

Ken Hamel, CTE & Adult Education Administrator

**Submitted to the Yuba County Office of Education
For Material Revision on April 15, 2024**

YUBA COUNTY OFFICE OF EDUCATION



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Certification of Complete Charter Petition

By signing below, I certify as follows:

1. That I am the authorized representative and that I am competent and qualified to certify to the facts herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification; and
3. That I deem the charter petition to be complete.

Signature/ Title

Date

Assurances

- Yuba County Office of Education (YCOE) is deemed the exclusive public-school employer of the Yuba County Career Preparatory Charter School (YCCPCS) employees for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- YCCPCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- YCCPCS shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
- The Governing Board of the YCCPCS is committed to equal opportunity for all individuals in education. YCCPCS programs and activities do not discriminate based on gender, gender identity, age, sex, race, color, religion, ancestry, gender expression, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. We provide equal access to the Boy Scouts of America and other youth groups without discrimination. The Board shall promote programs that eliminate discriminatory practices in all district activities. YCCPCS requires our school staff to take immediate steps to report any act of discrimination, bullying, intimidation, or harassment to the appropriate school personnel. [Ref. Education Code Section 47605(d)(1)]

The following individuals represent the appropriate titles for communication purposes:

Equity Compliance Office/Title IX/Yuba County Office of Education Title IX,

Reasonable Accommodations, UCP Coordinator

Mary Hang, Executive Director of Human Resources

530-749-4870, mary.hang@yubacoe.k12.ca.us

935 14th Street, Marysville, CA 95901.

Section 504 Coordinator

Cynthia Soares, Director

530-749-4000, cynthia.soares@yubacharterschool.org

1104 E. Street, Marysville, CA 95901

- YCCPCS will admit all students who wish to attend the school and submit a timely application unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place per California charter laws and regulations. [Ref. CA Ed Code Section 47605(d)(2)(B)]
- Except as required by Education Code Section 47605(d)(2), admission to YCCPCS shall not be determined according to the place of residence of the student or their parents within the State.
- YCCPCS will adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- YCCPCS will meet all requirements for employment set forth in applicable provisions of law,

including, but not limited to, credentials, as necessary. [Ref. Education Code Section 47605.6(l)]

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the pupil's cumulative record, including report cards or a transcript of grades and health information.
- YCCPCS will not require mandatory parent volunteer hours as a criterion for admission.
- YCCPCS will follow all other federal, state, and local laws and regulations pertaining to the applicant or the charter school's operation.

Independent Study

- YCCPCS will follow the applicable public school guidelines for independent study, as evidenced in the annual audit. [Ref. Education Code Section 47612.5(b)]
- YCCPCS will meet the requirement related to the ADA to FTE certificated employees ratio as prescribed. [Ref. Education Code Section 51745.6(a)]
- YCCPCS will ensure independent study by each pupil shall be coordinated, evaluated, and, under the general supervision of an employee of the local educational agency who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. [Ref. Education Code Section 51747.5(a)]
- YCCPCS will claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the local educational agency, or the combined time value of pupil work product and pupil participation in synchronous instruction. [Ref. Education Code Section 51747.5(b)]

Signature/ Title

Date

Element I: Educational Program

Exclusive Partnership

Yuba County Career Preparatory Charter School (YCCPCS) is a California public countywide benefit charter school (Education Code 47605.6/ 47612.1) authorized by the Yuba County Board of Education (YCBE) and administered by the Yuba County Office of Education (YCOE). It began operating in July 1995 and is among the first charter schools to operate in California.

Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following:

- The Federal Workforce Investment Act of 1998 (Pub. L. No.105-220; 29 U.S.C. Sec. 2801, et seq.)
- Federally affiliated Youth Build programs
- Federal Job Corps training or instruction is provided under a memorandum of understanding with the federal provider.
- The California Conservation Corps or local conservation corps is certified by the California Conservation Corps pursuant to Sections 14406 or 14507.5 of the Public Resources Code.

Mission and Vision Statements

The YCCPCS vision and mission statement focus on motivating students to complete their education using a vocational focus and providing several Career Technical Education (CTE) program options. CTE fills a previously unmet need in Marysville and the surrounding communities.

Vision

To support self-directed, lifelong learning opportunities in a safe and positive environment in which all learners can work toward reaching their full academic and professional potential.

Mission Statement

Yuba County Career Preparatory Charter School (YCCPCS) will empower learners as problem-solving, critical thinkers with the social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education.

Collaborating closely with the entire learning community, YCCPCS commits to quality, independent learner-centered education.

Target Student Population & Community Need

Students Served

YCCPCS educates students in grades K through 12 and adults who need or desire an alternative learning model to traditional education. Students come to YCCPCS for various reasons, including flexible scheduling, specialized vocational opportunities with CTE onsite training, small class sizes, and hands-on learning opportunities. Some are attracted to faster credit acquisition, which allows them to ‘catch up’ after becoming credit deficient, and some can graduate early.

As a Dashboard Alternative Accountability School (DASS), YCCPCS serves an unduplicated count of at least 70% of the school’s total enrollment (upon first entry to the school) that is composed of at-promise youth, as defined in CA Education Code §52052. The school must requalify for DASS status every three years.

Students attending YCCPCS have a history of being habitually truant, emotional distress or behavioral issues, teen parenting, other socio-economic issues, and health issues. Some students have experienced or are currently experiencing unpredictable and traumatic life conditions, which include absentee parent(s), emotional, physical, and sexual abuse, neglect, and mental illness.

YCCPCS partners with a program identified in Education Code 47612.1 to provide educational services to adult-aged students qualified for the federal Workforce Investment Opportunity Act program (WIOA). WIOA is a federally funded program designed to promote increased employment, job retention, earnings, and occupational skills improvement by participants.

Needs and Challenges of Student Groups Served

At-Promise Youth

As reported on the United States Census Bureau Quick Facts website, nearly 80% of Yuba County residents identify as White (56% White alone, not Hispanic or Latino), with a countywide poverty rate of 15.6%. More than 80% of YCCPCS students are considered ‘at-promise’. Our students have been “educationally traumatized” by one or more educators in their past, they have lost parents, experienced physical, emotional, or sexual abuse, been

present during domestic violence, are credit deficient, are truant or chronically absent from school, have experienced bullying in at least one way: physically, emotionally, including in-person and through the use of social media, have been previously expelled or suspended on one or more occasions or have repeated an academic year (retained).

Kidsdata.org reports that in California between 2011 and 2017, more than 1 in 3 children (36%) had at least one adverse childhood experience (ACE), more than 1 in 7 (15%) had two or more ACEs, and nearly 1 in 25 (4%) had four ACEs or more. In Yuba County, 44% of households with children reported having one to three ACEs, and 13% reported having experienced four or more ACEs. Since last reported, the COVID-19 pandemic and other traumatic events have likely increased these percentages.

The numerically significant student groups that follow may have additional challenges and needs.

Students Classified as Socioeconomically Disadvantaged

The 2022 CA Dashboard reported that 91% of students enrolled at YCCPCS are from socioeconomically disadvantaged households and closely mirrors the data of the overall student population. Consistently, at least 70% of these YCCPCS families struggle with stable housing, transportation, food, clothing, medical care, and steady employment. Historically, these students struggle academically, have low attendance, and have high chronic absenteeism. Before 2020-21, they had an annual suspension rate of 3-7%. Pre-pandemic stability rates for this student group increased from 40% in 2018 to nearly 57% in 2021. As of Spring 2022, stability reverted to 40%. To make gains in academic achievement, YCCPCS strives to build strong personal relationships with students and their families and provides them with various real-world learning connections that give them a sense of connectedness to the school community. YCCPCS staff understand that relationships must precede learning.

Students with Disabilities

Parents/guardians of students with disabilities come to us frustrated by their student's lack of progress in their education plan. These same students are also likely classified as “at-promise” and socioeconomically disadvantaged with the added challenge of navigating a disability. On average, academic achievement for this group of students is 10% less than the overall population, with an even greater gap than other numerically significant student groups, potentially leading to this group of students being less prepared for postsecondary transitions.

Hispanic

While the English learner rate is only 7.65%, the percentage of students identifying as Hispanic falls just short of 40%. Students classified as English learners are often considered ‘Long-Term English Language Learners (LTELs),’ having been classified this way for over six years.

Long-term classification results in years of additional language support requirements and often lacks the needed support to build a positive self-identity and dual language skills.

The Hispanic population has academically exceeded the percentage of students proficient on the CAASPP ELA assessment each year since Spring 2018 but scored much closer to the overall proficiency levels on the CAASPP math assessment. Additionally, the last reported college-going rate in DataQuest for students identifying as Hispanic was 20% compared to the overall rate of 14.6%. Interestingly, the percentage of students last reported on the 2020 CA Dashboard Additional Report for College/Career Measures indicated only 10% of students identifying as Hispanic were 'prepared' and 0% were 'approaching prepared' compared to the overall rate of 13% and White rate of 18.5%. Although this student group is 'less' prepared for college/career, more students attend college.

White

With nearly 80% of the school population identifying as White, this student group's needs and challenges closely mirror those already addressed in the whole school population. One point not discussed previously comes from DataQuest reporting in 2020 that just under 10% of YCCPCS students enrolled in a postsecondary institution of higher education (e.g., college or university) within 12 or 16 months of completing high school. The rate is down from the nearly 36% reported the year prior, significantly higher than the overall rate of 24%.

Attendance

YCCPCS recognizes the important role of attendance in a student's academic career and expects that students will earn daily attendance. California State Law requires students who have not graduated high school to attend school until their 18th birthday. California Ed Code 48205 allows for the following exceptions: personal illness, medical appointments, quarantine by a medical public health official, a death in the immediate family, court appearances, or school-sponsored activities. In addition, students over 18 are excused from jury duty or working in the official capacity of a county elections officer. Students are excused for observation of a religious holiday or ceremony. (Cal Ed Code 46014).

YCCPCS provides 175 instructional days and adheres to charter school instructional time requirements established in California Education Code sections 46207, 46208, 47612(d)(3), 47612.5, and California Code of Regulations, Title 5, 11960.

YCCPCS maintains accurate and contemporaneous written records that document all student attendance and makes these records available for audit and inspection. YCCPCS works with students, guardians, and teachers through the development of personalized learning plans and with the Yuba County School Attendance Review Board (SARB) to ensure students attend school. YCCPCS takes proactive measures to encourage and counsel students at risk of truancy

or chronic absenteeism by developing contracts with students, guardians, counselors, and advisory teachers to support attendance. Credit-deficient students can enroll in credit recovery classes during summer break and the school year.

As required for independent study programs, YCCPCS maintains a tiered engagement plan to support students and parents in improving attendance, as outlined in the YCOE Board Policy (Appendix).

Expectations

Meetings/Study Requirements

YCCPCS makes every effort to provide early intervention and behavior support to parents and students who do not meet expectations. It is the responsibility of the parent to arrange transportation for their student to attend all scheduled appointments and activities. Failure to report to two appointments may result in termination of this agreement. Turning in less than the assigned hours of academic work or missing an appointment may result in absences leading to truancy.

What It Means to Be an Educated Person in the 21st Century

Schoolwide Learner Outcomes (SLOs)

By encouraging students to pursue their interests, talents, and passions, YCCPCS enables students to become self-motivated, competent, and lifelong learners who pursue academic competencies and requirements.

Perceive, Believe, Achieve

The YCCPCS Schoolwide Learner Outcomes (SLOs) are: Perceive, Believe, Achieve

SLOs are posted around the school and appear on many documents. But what do these words stand for? Members of the YCCPCS learning community will know, understand, and be able to:

- Perceive themselves as supported and self-directed, engaged, lifelong learners who
- Believe the essential skills they gain and the resources available will help them
- Achieve on their chosen pathway of success.

To achieve a goal, one must first see themselves, or (1) PERCEIVE themselves as someone who can achieve it. Then, they take the steps toward the goal. As they do, they (2) BELIEVE more and more that the goal is going to be accomplished. Once they've taken all the steps toward the goal, they will (3) ACHIEVE the goal.

General Non-Academic Skills and Qualities

G.R.O.W.L. is a YCCPCS tool to support students on their chosen pathway because it shows the relationship between behavior and achievement. Sometimes, the barriers to achieving goals are because of our own choices and behaviors. At YCCPCS, students are supported in positive behaviors to help them achieve their goals. The words for those positive behaviors make up the acronym G.R.O.W.L.

Social-Emotional Skills

Grow	To achieve your goals and your potential, take steps to improve every day.
Respect	Treat others how you wish to be treated.
Own	Always take responsibility for your actions.
Work	Give your best effort because your future is in your hands.
Love	Show care and concern for yourself and others.

Academic Skills and Qualities

YCCPCS intends for all students to have the following academic skills and qualities important for an educated person:

Proficiency in English Language Arts

Students will demonstrate their ability to communicate effectively through reading, writing, listening, speaking, and presentation using multiple forms of expression (e.g., written, oral, and multimedia). Communication skills will be appropriate to the setting and audience. Students will read and interpret information from various sources to gain valuable and applicable knowledge.

Proficiency in Mathematics

Students will demonstrate their ability to calculate and solve problems with clarity and precision by applying mathematical principles and operations. Skill areas may include arithmetic, algebra, geometry, personal finance, and other mathematical subjects that the teacher and parent deem appropriate.

Proficiency in History-Social Science

Students will demonstrate an understanding of the history of mankind and governmental functions by

- Identifying relationships between past and present events, situations, diverse peoples, governments, finances, and world politics

- Drawing conclusions about the future using evidence from the past
- Applying physical and cultural geography to their understanding of diverse societies
- Identifying the founding principles, structures, operations, and relationships of the government of the United States

Proficiency in Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, including physics, chemistry, biology, ecology, astronomy, engineering, and geology. Students will demonstrate that they can:

- Analyze how the text structures information into categories or hierarchies
- Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text
- Synthesize information from a range of sources

How Learning Best Occurs

Framework

YCCPCS serves students and families who have chosen a Personalized Learning Program for some of the following reasons:

- Career Technical Education (CTE) focused on students following career pathway education
- High-achieving students seeking additional academic and learning opportunities
- Individuals who are self-directed and choose a broader range of academic options
- At-promise successfully achieving high school graduation
- Low-achieving students requiring tailored remedial programs
- Health reasons prohibiting them from attending regular classroom programs
- Flexible scheduling because of work, familial obligations, and extracurricular activities
- Academic challenges, including credit deficient
- Family relationships, personal beliefs, and values

YCCPCS staff believe learning best occurs when students' diverse learning styles, backgrounds, and needs are recognized to develop their learning plan. We expect students to experience challenging tasks requiring perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement. We ensure students are actively engaged in learning experiences integrated across curriculum areas and meaningful within the context of their present and future lives. We ensure students are engaged in real-life studies, exposed to experts, and work on authentic projects.

Instructional Setting

YCCPCS provides personalized learning options to students. A Personalized Learning Program is a unique, blended classroom and non-classroom-based public educational model tailored to the needs and interests of each student. Personalized learning programs are a 21st-century, “on the leading edge” approach to public education that honors and recognizes each student's unique gifts, skills, passions, programs, struggles, and attributes.

The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The goal is to optimize the student’s learning potential and success. The key attributes that comprise the Personalized Learning Program model contain a solid foundation of the latest educational research findings as to how students learn most successfully. These attributes include the following:

- A strong emphasis on parental involvement
- Small class sizes
- One-on-one teacher and student interaction
- Attention to differences in learning styles
- Access to technology
- Varied learning environments
- Choices in curriculum programs
- Hands-on career technical education experiences

Instructional Approaches and Strategies

By integrating various types of age-appropriate technology with the curriculum, the instructional staff does not experience the traditional barriers of time, place, or availability of learning resources. This approach supports non-traditional students through engaging learning opportunities. It empowers supportive adults to actively partner in students' social development and education. In so doing, the school focuses on addressing all students' unique learning needs and styles while providing opportunities for all students to excel.

YCCPCS offers the following choices of educational delivery overseen by highly qualified California credentialed instructors:

- Individual Learning Program
- Independent Study support
- Cooperative classes
- Blended instructional strategies
- Tutoring
- Pre-CTE and CTE hands-on experiences
- Concurrent and Dual enrollment college opportunities
- Virtual classrooms

- Field trips

Independent Study (I.S.)

K-8 Program Description

The K-8 independent study program fulfills the educational needs of students enrolled in independent study when there is a strong commitment on the part of parents/guardians to meet their child's academic needs as they take on the role of "teacher" at home.

Parents/Guardians must regularly:

- 1) Provide instruction and curriculum delivery; discuss progress and success with the assigned supervising teacher.
- 2) Complete and monitor weekly assignments and Assignment Sheets and complete work.
- 3) Complete required Learning Logs; check weekly grades and ensure progress towards growth and improvement.
- 4) Provide opportunities for Community Service. Community Service is an essential component of YCCPCS program requirements. Community service is a donated service or activity students perform to benefit the public. Every student must be actively involved, volunteering in the community for two hours per week. Weekly documentation is required to earn hours.
- 5) Attend regularly scheduled appointments with the Supervising Teacher.
- 6) Ensure the student attends daily engagement and synchronized instruction. Students must participate in live sessions with YCCPCS Paraeducators or Credentialed Teachers every school day.

YCCPCS provides the following materials to each enrolled student:

- a) Instructional materials (text/workbooks)
- b) Use of computer for home, as needed, or use of computers on-site
- c) On-site individual and group tutoring
- d) Evaluation of completed work
- e) Support with curriculum delivery and additional resources for assignments
- f) School-wide and state assessment delivery

9-12 Program Description

9-12 Traditional I.S. and Cohort I.S. Students- All Students

Students follow a carefully guided course of study, including sequenced sets of lessons, with learning objectives easily identified by parents, teachers, and students. Students complete their assignments, which parents and teachers review. Supervising teachers are available by telephone or the Internet to provide learning support, feedback, written responses, and

personal attention. Community-based resources offer options for enrichment.

Newly enrolled high school students are encouraged to attend a “Student Success” course their first semester. This course helps students acquire the knowledge and skills they need to succeed as independent study students. It increases a student's mastery of academic, social, and life skills, problem-solving, and critical thinking. YCCPCS students enroll in CTE coursework based on personal choice, future career interests, and need for graduation credits. Field trips and internships align with CTE coursework.

This comprehensive description of the CTE program is for demonstration purposes only. Modifications to the CTE Pathway program will not constitute a material revision to the charter.

New students participate in a weekly CTE Introductory course. Those who have completed an Intro CTE course may enroll in a CTE Concentrator course. Students who have completed a second year of study in the same CTE Pathway may enroll in a Capstone course.

Community Service is required. Community Service is a donated service or activity students perform to benefit the public. Students must be actively involved in community service two hours per week (30 hours per semester). Documentation is required to earn credit.

All-Day Program

Some students enroll at YCCPCS seeking structured flexibility. YCCPCS may provide a full-day academic program based on the student population served.

Additional High School Opportunities

Credit by Exam

Various exams are available to high school students to complete the required courses. Accredited curriculum providers use designated exams.

Concurrent Enrollment in College Courses

In line with a student’s individualized learning program, students can attend local colleges for credit. Students may participate in concurrent enrollment, allowing eligible secondary students to complete postsecondary coursework and simultaneously earn high school and college credit. These college-level courses are at community college campuses or online. Such courses can save students time and money as they are often exempt from paying tuition, application, and laboratory fees. The academic advisor arranges these opportunities.

Instructional Delivery

YCCPCS offers the following choices of educational delivery overseen by highly qualified California credentialed teachers:

Option #1 Digital Curriculum with Device

Students are issued a device at enrollment if requested and then enrolled in the school curriculum based on the student's Individualized Learning Plan. Staff confirm students have internet access and provide it when needed. This option offers a computer-based education network, which serves as the foundation for learning. Various recognized providers support a cohesive instructional system, integrating the power of individualized computer-based instruction with the flexibility of online delivery.

Option #2 Print-Based

Learning materials may include the traditional paper/pencil and textbook format upon request. The teacher and parent work with the student to develop age-appropriate learning skills.

Meeting Student Needs

YCCPCS is committed to frequent teacher-student contact with strong adult mentoring to facilitate learning. The following methods of instruction are options that foster strong interaction between students, teachers, parents, and any other mentoring adult. Instruction can be delivered in classrooms during formal periods of instruction, in private settings, or a combination of both. This model allows for the personalization of content to meet the individual learning needs of all students.

Students Performing Far Above-Below Grade Level/ Other Populations

Identification for Course Planning

YCCPCS uses the Renaissance STAR online assessment platform to assess student achievement and learner needs locally and formatively. This data identifies students performing above, on, or below grade level immediately following submission of the assessment. In addition, students are considered high achievers based on transcript evaluation, scores on content area assessments, teacher observation, and quality of work. Additionally, YCCPCS registrar staff review student records at enrollment to learn if a student has a 504 Plan or an Individual

Education Plan for special education. If yes, those plans are directed to the appropriate instructional staff to start SELPA's interim placement process.

Support

YCCPCS provides students with personalized options (described previously) that best meet individual learning needs.

The academic intervention/extension of the learning process follows a locally defined Multi-Tiered System of Support (MTSS). Intervention plans are prepared and implemented as part of students' Individualized Learning Plans based on local assessment data, teacher observation, and evaluation of student work. In addition to core curriculum and supplemental assignments, students may be assigned special projects aligning with personal interests to support engagement and accelerate learning.

High-achieving students receive instruction beyond the standard curriculum, including project work in their career choice or college preparation.

English Language Learners

YCCPCS is committed to high academic success for all students, including English Learners (ELs). YCCPCS assures that all students classified as EL receive access to all academic core content and elective courses offered, as appropriate by grade level. Instruction is differentiated according to each student's language proficiency level, using evidence and research-based instructional strategies. YCCPCS staff support students' self-perception, use of native language, and social-emotional development while developing academic English language skills.

Students enrolled for the first time in a California school are identified for primary language at enrollment using the Home Language Survey. Students classified as EL require language support and receive both integrated and designated English Language Development with additional tutoring and targeted learning resources provided as needed. English Language Learners are provided access to the core curriculum through the use of instructional and scaffolding strategies that

- develop language within the student's current knowledge of content area curriculum,
- develop language skills (listening, speaking, reading, and writing),
- offer explicit literacy instruction,

- provide peer-assisted and small-group learning opportunities,
- Provide integrated academic language support during content area instruction, balanced with designated supports that provide structured explicit opportunities for oral and written language skills development,
- allow for assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning and
- support social-emotional development and identity formation.

These measures provide the best opportunity for students to acquire language at a rate of at least one proficiency level each year, as measured by the English Language Proficiency Assessments for CA (ELPAC).

SELPA Membership

YCCPCS is a member of the Yuba County SELPA under the YCOE membership umbrella. Special Education revenues are allocated to YCCPCS per the Yuba County SELPA's Fiscal Allocation Plan. As a YCOE School, YCCPCS is responsible for all special education costs exceeding revenues from the Yuba County SELPA. The YCOE Fiscal Department documents that all special education funds are allocated to special education instruction or services to identified students with disabilities. Such funds supplement and not supplant other federal, state, and local sources apportioned to YCCPCS.

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. YCCPCS follows federal laws and regulations, including all twenty-three areas of legal assurance identified in the Yuba County SELPA Plan.

Special Education Plan and Required Supplemental Criteria

YCCPCS aligns services with the requirements of the *Individuals with Disabilities Education Improvement Act (IDEIA)* 20 U.S.C. Section 1400 et seq., and associated regulations.

Provisions for and Compliance of Special Education Services Referral

YCCPCS will not deny enrollment of any eligible student due to a disability or the school's inability to procure necessary special education services. YCCPCS assumes responsibility for compliance with Section 504 of the Americans with Disabilities Act (ADA). Individuals with

exceptional needs, as defined in Education Code Section 56026, may only participate in an independent study program if an Individualized Education Program (IEP) specifically provides for that participation (EC51745(c)).

YCCPCS will refer students for Student Study Teams (SST) as needed to determine alternative interventions for students demonstrating low performance. Through this process, students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

academic progress;

- attendance
- social/emotional development;
- physical limitations; and/or,
- behavioral needs.

Students are referred for special education assessment only when their individual needs interfere with school performance and cannot be met through accommodations within the general education/independent study setting.

Services

YCCPCS delivers the required and appropriate special education services to enrolled students, regardless of a student's district of residence, unless other agreements exist between the YCOE or Yuba County SELPA regional providers. The school district of residence where the student resides is not responsible for providing special education services to students enrolled at YCCPCS.

Upon enrollment of a student with an IEP, a representative from YCCPCS staff meets with the student and parent/guardian (if necessary) to review the student's current IEP, review transcripts, and discuss course assignments. For students with special needs who are also English Learners, IEP goals reflect the individual student's linguistic objectives.

The needs of students with disabilities are met in a number of ways, including but not limited to

- Specialized instruction and services available at YCCPCS are both direct and consulting services by the qualified student's IEP.
- Procedures for ensuring students are referred, assessed, and served in a timely manner are in place.

- Assurance that staff members providing special education services are appropriately credentialed.
- Assurance that the facility used by YCCPCS does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program (ADA compliant) are in place.
- Disenrollment, suspension, and expulsion policies and procedures ensure federal and state law protections are afforded to students receiving special education and 504 eligible students.
- Following dispute resolution procedures as outlined in the SELPA Local Plan should any disputes between educational entities, including the SELPA, regarding the provision of special education services at YCCPCS.
- Adhering to the legal mandates outlined in Education Code §56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33.
- Progress monitoring through assessment of progress in meeting students' IEP goals.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable successful participation in the core curriculum.
- Collaboration between YCCPCS and the Yuba County Office of Education on appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

YCCPCS adheres to the legal mandates outlined in the Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations.

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, YCCPCS generates a referral for special education, monitors all legal timelines, develops an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel.

At least once every three years, a student is reassessed to determine their continued eligibility to

receive special education services. Following any initial or eligibility assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, an exit meeting is held to dismiss the student from receiving special education services via an IEP.

Identification of Bilingual Students with Special Needs

Before a student whose native language is not English is referred for special education, their level of English proficiency is determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt is made to have personnel fluent in the student's native language and familiar with their native culture participate during the SST and referral, assessment, and identification processes to determine eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student is used to determine the language in which they are assessed when a formal referral to special education is made. This is documented in the assessment plan. Bilingual personnel translate during IEP meetings and can transcribe all written documents (assessment reports, IEP forms, Parent Rights, Procedural Safeguards, etc.) when a parent requests. All goals and objectives for bilingual students are linguistically appropriate and are developed so that the student's language acquisition needs are considered.

Staffing, Curriculum, Service Provisions, and Student Accountability

All special education services are provided by highly qualified staff as outlined in the *Every Student Succeeds Act (ESSA)*.

All services, supplementary materials, or assistive devices required to access the core curriculum are provided at no cost to the student. No facility utilized for special education may present any physical barrier limiting an eligible student's full participation in the educational or extracurricular program.

Disenrollment, Suspension, and Expulsion

Attendance for special education services is monitored closely to ensure identified students' access to all services as outlined in their IEP. If a student with an IEP is recognized as having attendance issues (over ten absences), YCCPCS contacts the student/family to request an IEP

meeting. Staff also continuously monitors that the personalized learning model remains an appropriate placement for the student. The IEP team monitors progress to ensure educational benefits for the students. If for any reason the pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, within 30 days, YCCPCS notifies the superintendent of the school district of the pupil's last known address. YCCPCS shall, upon request, provide that school district with a copy of the cumulative pupil record, including a transcript of grades or report card and health information.

Students with IEPs are disciplined in accordance with the Parent/Student Handbook and Board policies. Students with disabilities are afforded protections in federal law against unlawful changes in placement. No student identified with an IEP or 504 plan is suspended for more than ten (10) school days per calendar year or recommended for expulsion without a Manifestation Determination meeting to determine if their misconduct is a manifestation of their disability. In accordance with Assembly Bill 1360, if expulsion is necessary, a school psychologist or Administrator is involved in all phases of expulsion proceedings. Parents/students are provided with due process rights throughout. In cases where suspension (beyond ten days per year) or expulsion is recommended following the Manifestation Determination Meeting.

Maintenance of Special Education Records

YCCPCS maintains all students' special education files using appropriate forms/software and files reports as necessary to maintain legal compliance. YCCPCS verifies the accuracy of all reports and submits them in a timely manner as required by the Yuba County SELPA.

Special Education Funding

As a YCOE School, YCCPCS is responsible for all special education costs in excess of revenues received from the Yuba County SELPA. The YCOE Fiscal Department documents that all special education funds are used to provide special education instruction and/or services to identified students with disabilities. Such funds supplement and not supplant other federal, state, and local sources apportioned to YCCPCS.

Parent/Guardian Concerns/Complaints

Parent/guardian concerns regarding special education services are directed to the YCCPCS administration. YCCPCS administration and staff address the concerns of the parent/guardian. YCCPCS addresses, responds to, investigates, and takes all necessary action to respond and

attend to all complaints involving special education and IDEIA compliance. YCCPCS may initiate a due process hearing concerning an enrolled student as the Charter determines it is legally necessary to meet YCCPCS's responsibilities under federal and state law. If the parent/guardian files for a due process hearing, YCCPCS is responsible for proceedings, including any costs and fees.

Section 504 and Americans with Disability Act (ADA)

YCCPCS recognizes its legal responsibility as a public school of the YCOE to ensure that no qualified person with a disability is excluded from participation, denied the benefits of, or otherwise subjected to discrimination in any school program based on their disability. Any student with an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for accommodation at YCCPCS within the requirements of the ADA. YCCPCS utilizes its Student Success Team process to guide the referral of students for evaluation under Section 504 or the Individuals with Disabilities Education Improvement Act (IDEIA). Once a student is recognized as eligible for accommodations under this provision, a team is established and develops an annual 504 plan for the student.

Professional Learning

YCCPCS has a robust professional development schedule that includes instructional technology. In addition to administrator-identified professional learning needs, YCCPCS staff are surveyed annually to identify self-determined professional development needs.

Annual Goal and State Priority Alignment

Refer to Element II for information on goals, actions, and outcomes.

Charter Schools Serving High School Students

Graduation Requirements

YCCPCS intends to see students progress through each grade level within one school year, demonstrate expected levels of learning growth, and meet grade-level standards for student achievement.

Progress towards high school graduation shall be based upon the student's ability to pass the subjects and electives necessary to earn the required number of 220 credits for high school graduation:

- 40 Credits of English
- 30 Credits of Mathematics (to include Integrated Math 1)
- 20 Credits of Science (must include life science)
- 30 Credits of Social Sciences (includes World History, US History, Civics, and Economics)
- 10 Credits of Foreign Language/Fine Arts
- 10 Credits of Career Exploration
- 5 Credits of Vocational Education
- 20 Credits of Physical Education
- 5 Credits of Health Education
- 50 Credits of Electives (Can include community service)

FAFSA/ CA Dream Act

In addition, the FAFSA/CA Dream Act Application during students' Senior year is a requirement for YCCPCS graduation. To increase access to financial aid, California enacted legislation (Assembly Bill 469) requiring local educational agencies, including charter schools, to confirm that all high school seniors have completed a Free Federal Student Aid or a CA Dream Act Application. Annually, YCCPCS staff schedule time on campus to support students with completing and submitting applications by the state aid deadline.

Homeless and Unaccompanied Youth

YCCPCS aligns with AB 1806 for homeless and unaccompanied youth, AB 216 for Foster Youth, and AB 2306 for youth who have been incarcerated, attended a court school, and meet eligibility requirements. These bills provide for reduced credits required to earn a high school diploma. Under AB 1806, AB 216, and AB 2306, the requirements for English are reduced from 40 to 30, and Health and elective requirements are removed, reducing the total credits needed to graduate to 130.

Alternative Pathways to High School Completion

YCCPCS recognizes that the prescribed course of study may not accommodate the needs of some students and follows policy when determining alternative pathways to high school completion.

Transferability of Courses & Course Eligibility for College Entrance Requirements

YCCPCS complies with the requirement to inform parents about the transferability of courses to

other public high schools and the eligibility of courses to meet college entrance requirements. Staff accomplish this through parent orientation and/or meetings and through our school's accompanying student/parent handbook, which is provided to each family.

Element II: Measurable Pupil Outcomes

Pupil Outcome Alignment

YCCPCS shall submit the LCAP to YCOE annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the YCCPCS charter.

In keeping with these broad principles, as specified in the California State Standards, the following goals, actions, metrics, state priorities, and outcomes have been aligned with LCAP/WASC plans and with student outcomes described in Education Code section 52060(d).

Goals, Actions, Metrics, and Outcomes

YCCPCS has established broad goals that reflect the needs of the enrolled student population. YCCPCS reserves the right to use information gathered for the LCAP/WASC annual needs assessment to amend goals, metrics, and outcomes throughout the charter term.

YCCPCS Aligned Plans

Broad Goal	Description	
1	<i>Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway.</i>	
Broad Actions	Description	
1.1	Increase student/ family engagement and connectedness to school by improving systems that support <ol style="list-style-type: none"> a. student/parent access to and use of tools and resources b. activities and events c. communication d. school climate and culture e. inclusion of educational partners as decision-makers f. ongoing progress monitoring of schoolwide goals and actions 	
1.2	Articulate and implement procedures to sustain Tier 1 – Tier 3 individualized support for academic, social-emotional, and behavioral student needs by <ol style="list-style-type: none"> a. early identification of student needs and matching appropriate supports b. increasing attendance for onsite/remote supports, including counseling with attendance tracking to support progress monitoring of implementation and effectiveness c. referencing and fully implementing the YCCPCS MTSS framework d. reviewing, revising, and improving the SST process 	
1.3	Articulate and implement college/career pathways procedures, and develop support systems, including <ol style="list-style-type: none"> a. completing graduation/transition plans b. promoting attendance at college/career exploration activities c. increasing student/family engagement and connectedness with community agencies/partners providing interventions related to substance use, mental health, and college/career transitions 	
1.4	Maintain adequate resources and staffing to provide a multi-tiered system of support, including social, emotional, and mental health coaching and referrals.	
Metrics	State Priorities	Outcomes

% of students with sufficient standards-aligned materials <i>Source: Local Inventory</i>	Priority 1b	100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	
Annual parent input satisfaction/participation Parent participation <i>Source: Local Surveys & Tracking</i>	Priority 3a/3b	85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.	
Annual Facility Inspection <i>Source: Facility Inspection Tool (FIT)</i>	Priority 1c	0 instances where facilities do not meet at least “good repair”	
% completion a-g requirements % CTE Completers % of students completing a-g and at least one Pathway <i>Source: CA Dashboard Additional Reports</i>	Priority 4b-4d	Overall >0% of students will complete a-g requirements >25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway	Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
Attendance % <i>Source: SIS/DataQuest</i>	Priority 5a	Overall At least a 90% attendance rate	Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
4/5-year graduation rate <i>Source: CA Dashboard</i>	Priority 5e	Overall Maintain a target 4/5-year graduation rate of >75%.	Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall
Broad Course of Study Percentage of 6-12 students with access to a broad course of study	Priority 7a	Overall 100% of enrolled students will have access to a broad course of study.	

<i>Source: SIS</i>			
Programs and services for unduplicated students and students with IEPs <i>Source: SIS/Local tracking</i>	Priority 7b/7c	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	
Climate Screener <i>Source: Locally Tracked CoVitality</i>	Priority 6c	Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener. Baseline established Fall 2023: 58%	
DASS Alternative Metrics			
1-year cohort grad rate <i>Source: CA Dashboard</i>	Priority 8	Overall Maintain a target 1-year graduation/ equivalency rate of >80%.	Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall
Number of students completing college courses <i>Source: SIS Query/ Report</i>	Priority 8	>30 students successfully completing Concurrent Enrollment, Dual Enrollment, or articulated courses	Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups
% of high school students completing grad plans <i>Source: SIS (Academic Planner) locally tracked</i>	Priority 8	100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.	

Broad Goal		Description	
2		Increase educators' capacity to support all students in engagement, learning, and achievement.	
Broad Actions		Description	
2.1		Provide whole group structured staff professional learning <ol style="list-style-type: none"> PLC time to support continuous improvement using research/evidence-based instructional and SEL practices pedagogy/ instruction focusing on practices specific to alternative education, independent study, and CTE ongoing development of a Multi-Tiered System of Support 	
2.2		Support continuous improvement efforts by <ol style="list-style-type: none"> monitoring professional learning needs and implementation monitoring goal and action implementation, and effectiveness monitoring student outcomes and other program data looking to other models/programs to determine how practices are implemented 	
2.3		By Fall 2026, strive to implement grade level and/or content area PLCs a site level leadership team	
Metrics		State Priorities	Outcomes
% of appropriately assigned and credentialed teachers <i>Source: CALSASS</i>		Priority 1a	100% of teachers are appropriately assigned and credentialed
State standards implementation EL access to State and ELD standards <i>Source: LI Self-Reflection Tool</i>		Priority 2a/2b	On a 5-point self-reflection tool maintain at least a 4 (80%).
% of students proficient on CAASPP ELA % of students proficient on CAASPP math <i>Source: DataQuest/ CDE Test Results</i>		Priority 4a	Overall ELA: At least 30% proficient Overall math: At least 10% proficient Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups

			White: within 5% of other groups
% of EL students making at least one year's progress % reclassified ELs <i>Source: CA Dashboard ELPI & DataQuest</i>	Priority 4e/4f	90% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%	
College ELA and math Preparedness (EAP) <i>Source: DataQuest 11th gr test results</i>	Priority 4g/4h	>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments are not applicable to DASS schools	
Chronic absentee % <i>Source: SIS/DataQuest</i>	Priority 5b	<15% chronic absenteeism White: within 5% of overall	
Middle school dropout rates High school dropout rates <i>Source: DataQuest</i>	Priority 5c/5d	Overall Middle school dropout 0% High school dropout <15 %	Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall
Suspension Rate <i>Source: DataQuest</i>	Priority 6b	Maintain > 1% suspension rate and 0% expulsion rate	
DASS Alternative Metrics			
Credit Completion <i>Source: SIS Query/ Report</i>	Priority 8	Overall: Students will complete a minimum of 25 HS credits on average each semester	Student Groups Low-income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups
Annual staff PD survey results <i>Source: Locally tracked</i>	Priority 8	100% of teachers will be surveyed to determine their professional learning needs.	

<p>% of students making one year's growth on the local assessment in ELA and Math</p> <p><i>Source: Locally tracked online platform</i></p>	<p>Priority 8</p>	<p>Overall Reading: At least 60% making one year's growth in ELA</p> <p>Overall Math: At least 40% making one year's growth in Math</p>	<p>Student Groups</p> <p>Low income: within 5% of overall</p> <p>Disabilities: within 10% of overall</p> <p>Hispanic: within 5% of overall</p> <p>White: within 5% of overall</p>
<p>% professional development attendance & implementation</p> <p><i>Source: Locally Tracked</i></p>	<p>Priority 8</p>	<p>100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.</p>	

Element III: Student Progress Measurement

YCCPCS believes at-promise students deserve a rigorous and supportive learning environment, so staff utilize several measures of progress to ensure students are achieving academically and are prepared for college and/or career opportunities. YCCPCS's choice of methods to assess pupil progress is based on the following beliefs about assessment:

1. To have a complete picture of a student's growth, different types of assessments must be used.
2. Assessments should focus on a student's growth towards a proficiency standard rather than comparing a student's performance against other students.
3. There should be a close relationship between a desired student outcome and the means used to assess it.
4. Assessing what students do with knowledge is as important as assessing what knowledge they have.
5. Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Local Assessments

- Teachers regularly use standards-aligned formative and summative assessments (publisher and teacher-designed) in their individual courses (quizzes, tests, performance tasks, demonstrations, projects, and exhibitions).

- The Renaissance STAR assessment measures student progress toward reading and math standards. This adaptive assessment tool is administered multiple times throughout the year. Data is analyzed regularly throughout the year to analyze student growth, determine needs, and guide curricular and instructional strategies.

State Assessments

YCCPCS meets all statewide assessment requirements pursuant to Education Code Sections 60605 and 60851 and any other assessment requirements applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1). State assessments provide parents/guardians, teachers, and educators with information about how well students learn and become college and career-ready. The test results may be used for local, state, and federal accountability purposes, including using the CA Dashboard data as one indicator to renew its charter every five years.

Assessment Methods

While all students must achieve the required standards to graduate, not all progress simultaneously. Progress is evaluated based on individual abilities, interests, and talents.

In addition to the measurements mentioned above, methods by which student progress is assessed will be through a variety of the following:

- Weekly review of work
- Annual portfolios (minimum of 2 work samples per subject area per semester)
- STAR Renaissance 3-4 times a year in English Language Arts and Mathematics
- Parent and teacher observation
- Criterion-referenced assessment aligned with the California State Standards
- Student grades and credit completion
- Student demonstrations
- Participation in enrichment activities (field trips, guest speakers)
- CTE pathway completers

Local assessment data is disaggregated, tracked, analyzed, and used for instructional and site plan decision-making.

Element IV: Location of Each Proposed Charter School Facility

YCCPCS is located at 1104 E Street, Marysville, California, 95901.

The facility accommodates a personalized learning program. It provides enough space for teacher preparation for individual student-teacher meetings and on-site preparation and implementation of supplemental support, including, but not limited to tutoring group instruction, and CTE classrooms.

Element V: Governance Structure

Legal Organization of the School

Yuba County Career Preparatory Charter School (YCCPCS) is a public charter school authorized by the Yuba County Board of Education and administered by the Yuba County Superintendent of Schools through the Yuba County Office of Education (YCOE).

Governance

The Yuba County Board of Education's Role as the Charter Governing Board

The Yuba County Board of Education (YCBE) is the Governing Board for YCCPCS. It retains roles and responsibilities as the governing board of YCCPCS as defined in Education Code 1040 – 1047. YCBE is responsible for, but not limited to, approving YCCPCS's annual budget, adopting the annual LCAP and core curriculum, and acquiring real property for housing programs and services.

The Yuba County Board of Education's Role as the Authorizing Agency

As the authorizing agency, YCBE is responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The YCBE is accountable for reviewing and acting on requests for charter petition renewal and material revisions and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Role of the Yuba County Office of Education

The YCOE provides direct oversight of the charter school on behalf of the YCBE.

YCOE maintains an agreement with the YCCPCS, which provides business and administrative, personnel, accounting, payroll, budget development and support, maintenance, operations, and Special Education services for YCCPCS. YCOE is also responsible for supporting the acquisition of real property for housing programs and services and setting and monitoring the implementation and effectiveness of long-term goals and student progress.

Conflict of Interest Statement

The YCBE and the YCOE fully comply with conflict-of-interest regulations of the Political Reform Act Government Code Section 1090.

Role of the Charter Advisory Council (CAC)

Parent and community involvement in operating YCCPCS is integral to ensuring the school program addresses the needs, concerns, and expectations of the students, families, and communities of students served as defined in Education Code 47605(c)(5)(D).

As outlined in the Bylaws, the CAC has not less than five members: the school administrator, two (2) staff members, one (1) student, and up to three (3) parents/community members that reflect the demographic population served. The CAC is the advisory body for charter school business and any mandated partner input, e.g., the LCAP educational partner group. The CAC will meet publicly no less than four times annually and:

- supports the development of site plan (LCAP, Charter, WASC, grant) goals, actions, and expenditures, including those related to family and community engagement
- at a minimum, biannually evaluate the progress made toward school goals to raise the academic achievement of all students
- provides ongoing data-driven review of the implementation and effectiveness of the school site plan(s)
- provides recommendations on modifications to the site plan(s) to the Yuba County Board of Education for approval whenever a material change in planned activities or related expenditures is needed to address the identified needs
- provides site plan goals, actions, and expenditure recommendations to the YCBE
- follows procedures for material changes to plans whenever the need arises
- carries out all other duties assigned to the CAC by the YCBE, the County Superintendent, or a designee and by state law
- reviews and approves any applicable expenditures in accordance with state and federal laws and regulations
- provides input on general school issues and other charter school interests and activities.

- provides input on opportunities for educational partner engagement and schoolwide events.

The CAC complies with the provisions of the Greene Act.

The recruitment of advisory council members occurs in multiple formats, including the beginning of the school year publications, back-to-school night, website, campus, community posting, and personal conversations. Detailed bylaws are available in the Appendix.

Role of Site Leadership

The program's overall vision is supported by YCOE under the direction of the County Superintendent, with instructional leadership and oversight of the day-to-day operations provided by the school Director and Operations Administrator.

This administrative team:

- Makes recommendations for the hiring of staff;
- Evaluates staff;
- Enlists parent and staff involvement;
- Administers and oversees student activities;
- Monitors the implementation of curriculum;
- Implements school policies;
- Works with the C & I Director to select or pilot instructional materials;
- Recruit community and business partners;
- Collaborates and develops partnerships with Yuba County One Stop
- Participates in school/community affairs;
- Promotes professional and academic excellence;
- Provide plan, organize, and direct Special Education programs;
- Manages technology programs;
- Administers budgets and other related fiscal responsibilities;
- Assures regular school/home communication; and,
- Resolves personnel and student issues.

Element VI: Qualifications for Employment

YCCPCS follows the approved and public organizational chart of YCOE. YCOE is deemed the

exclusive public-school employer of YCCPCS employees for purposes of the Educational Employment Relations Act as described in Education Code Section 47605(b).

Staff Qualifications for Employment

Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. YCCPCS strives to ensure all instructional staff, including certificated teachers and classified instructional paraprofessionals, are highly- qualified and compliant with federal ESSA requirements.

Qualifications of all certificated or non-certificated employees recruited and hired at YCCPCS follow YCOE hiring practices. Employees hired to provide instruction, supplementary instruction, management, and support services are established and defined in YCOE job descriptions.

Evaluation Process

Employees are evaluated by procedures established in YCOE Board Policy and bargaining unit agreements as appropriate for each position. Coaching is an integral part of supervision.

Other Learning Support Providers

Classroom or parent volunteers, speakers, outside experts, and others may support student learning and may volunteer their services, be paid as independent contractors, or be hired as YCOE employees in accordance with Board Policy.

Element VII: Health and Safety Procedures

Health and Safety Procedures

YCCPCS follows the health and safety procedures of the YCOE in alignment with Board Policy and maintains a Comprehensive School Safety Plan used as a training and reference guide for use in emergencies. This plan is reviewed and updated annually by YCOE's Advisory Council and Deputy Superintendent to ensure school safety and security.

YCCPCS follows the requirements of Education Code 47605(b)(5)(F) pursuant to the CA Charter Schools Act. The school's CAC reviews the School Safety Plan annually by March 1. YCCPCS presents the safety plan to the YCOE each year. The plan is reviewed with the staff.

The components of the plan meet or exceed requirements established in Ed Code 32282(a)(2)(A)-(L). The plan includes appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Emergency Evacuation Drill logs are kept in the administrative office. The Catapult system is used for communication during emergencies.

Facilities

The facility meets the requirements of the Americans with Disabilities Act. It does not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs offered.

YCOE's Maintenance and Operations division annually conducts a school facility inspection using the Facility Inspection Tool (FIT). YCCPCS administration reviews the FIT report with the YCOE Director of Maintenance of Operations and collaborates on facility repairs and improvements.

Element VIII: Achieving a Racial and Ethnic Balance Among Students

YCCPCS intends to achieve a racial and ethnic balance among the charter school's students that is reflective of the general population residing within the territorial jurisdiction of the YCOE:

- development of promotional and informational materials that appeal to various racial and ethnic groups represented in the school community, including translation of all materials into languages reflective of the school community
- inclusion of YCCPCS on the list of school programs offered by YCOE
- distribution of promotional and informational materials via the school site and website, the YCOE website, and community groups and partner agencies that serve the various racial, ethnic, and interest groups reflective of the school community

- Promotional materials state the charter school will serve ALL students
- enrollment process that removes barriers and intentionally allows enrollment for all student groups
- scheduling outreach meetings to reach prospective students and parents
- assigning staff to support and align the recruitment and enrollment processes

Element IX: Annual Independent Financial Audits & Impact Statement

Independent Annual Audit

YCCPCS will be audited annually at the same time as YCOE performs its audit process. The audit verifies the accuracy of the school's financial statements, revenue-related data collection reporting practices, attendance and enrollment accounting, and internal controls.

YCOE Fiscal Services is responsible for contracting with an independent auditor and overseeing the audit process. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider to conduct the audit in accordance with Generally Accepted Auditing Standards and the Audit Guide issued by the Controller of the State of California. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The TK-12 public school guidelines for Independent Study will be evident in the annual audit as per Education code 47612.5(b).

The audit will be conducted in accordance with generally accepted accounting principles. On or before December 15, YCOE Fiscal Services will forward a copy of the annual independent financial audit report for the prior fiscal year will be forwarded to the YCBE, the County Superintendent of Schools, the State Controller, and the State Department of Education. Audit exceptions may be resolved by this time.

The YCOE Director of Fiscal Services will review any audit exceptions and, with input from the Superintendent, will provide recommendations for resolutions. YCCPCS and the YCOE fiscal team will work collaboratively to resolve any remaining audit exceptions to the satisfaction of the Yuba County Superintendent of Schools before reporting to the YCBE. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

Civil Liability

YCCPCS is a YCOE school with the same civil liability impact on the organization as any other YCOE school or program. There will be a Memorandum of Understanding (MOU) between the YCOE and YCCPCS.

Element X: Suspension and Expulsion Procedures

In keeping with relevant laws protecting students' constitutional rights, YCCPCS follows YCOE policy and procedures for student suspension and expulsion. A policy may need to be amended occasionally, but it will not require an amendment to the charter if the amendments comply with legal requirements.

Discipline includes but is not limited to advising and counseling students, conferring with parents/ guardians, using positive/restorative practices, using alternative educational environments, suspension, and expulsion. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Each school employee must enforce the school rules on student discipline and communicate rules to students in an age-appropriate manner. The school maintains student discipline procedures detailing expectations for appropriate behavior and communicates these expectations in the handbook. As part of the data confirmation process, students and their parents/guardians must verify in writing that they have reviewed and understand these procedures.

While YCCPCS uses a Multi-Tiered System of Support to implement proactive interventions/ support and strives to implement alternatives to traditional punitive disciplinary actions, there may be times when a student(s) may need to be suspended or expelled for any reasons enumerated in California Education Code 48900-48915, and in the YCBE Policies and Administrative Regulations.

Due Process

YCCPCS follows procedures established in the Board Policies and Administrative Regulations. Depending on the length of the suspension, or if seeking expulsion, the student will receive “oral or written notice of the charges against them,” “an explanation of the evidence that supports the charges, and an opportunity for the pupil to present his or her side of the story,” or

“a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.”

For any non-voluntary removal, the student’s parent or guardian receives written notice of intent to remove the pupil no less than five (5) school days in advance. The parent/guardian will have the right to challenge the non-voluntary removal under the same procedures as an expulsion.

YCCPCS shall not involuntarily remove a student for any reason unless the parent or guardian of the pupil received written notice, and that ensures the written notice is in the native language of the pupil or the pupil’s parent or guardian.

Suspension

Suspensions of 1-5 days shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee. The conference will include the student, his or her parent, and the teacher, supervisor, or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or YCCPCS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be allowed to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for the failure of the pupil’s parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

When not including a recommendation for expulsion, suspensions shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents unless the pupil and the pupil's parents fail to attend the conference.

The Director or designee will make this determination upon either of the following determinations:

1. the pupil's presence will be disruptive to the education process or
2. the pupil poses a threat or danger to others.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian, or another person holding the right to make education decisions for the student or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned in to the teacher by the student either

upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

A teacher may suspend any student from his or her class for the day of and the day following any act enumerated in Education Code Section 48900.

The Director may use their discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Education Code Sections 48900(v) & 48900.5.

For suspensions of fewer than ten (10) days, the Director will provide oral or written notice of the charges against the pupil, and if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present their side of the story.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Director will provide the student and parent/guardian with timely, written notice of the charges against the pupil and an explanation of the pupil's fundamental rights.

Existing dispute resolution procedures outlined in the SELPA apply to any disputes that may occur within educational entities regarding the provision of special education services in YCCPCS. The County Board of Education serves as the board of last appeal.

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of their own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which include, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of

actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of

- harm to that student's or those students' person or property.
- 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with academic performance.
 - 4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- 1) A message, text, sound, video, or image.
 - 2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil

or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Director or designee’s concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Charter School employee, with the Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Expulsion

In the case of expulsion, the Director will recommend to the YCBE of actions to be taken, and the parent(s) will receive advance written notification of the actions to be taken and procedures for appeal.

Unless the Director or Superintendent finds that expulsion is inappropriate due to circumstances or that an alternative means of correction would address the conduct, the Director, Superintendent, or designee shall recommend a student's expulsion for any of the following acts:

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, including, but not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products,

including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of their prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which include but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school

property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.

- 4) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- 1) A message, text, sound, video, or image.
 - 2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If the Administrative Panel and/or Board of Education determines that a student has brought a

firearm or destructive device (defined in Section 921 of Title 18 of the United States Code) onto campus or has possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall receive due process rights of notice and a hearing as required in this policy.

YCCPCS will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) that will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Element XI: CA State Teacher Retirement System

YCCPCS employees participate in STRS, PERS, or Social Security based on individual eligibility. The YCOE monitors enrollment in these programs.

Element XII: Dispute Resolution Procedures

YCCPCS follows all YCOE policies when handling disputes. The County Superintendent recognizes that the YCOE is responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs and encourages the early, informal resolution of complaints whenever possible and appropriate. The County Superintendent shall adopt the uniform system of complaint (UCP) processes to resolve complaints that cannot be resolved through an informal process.

The County Superintendent recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to resolve the complaint that is agreeable to all parties.

YCOE shall protect all complainants from retaliation. In investigating complaints, the parties' confidentiality shall be protected as law requires. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the County Superintendent or designee shall keep the identity of the complainant and the subject of the complaint, if they are different from the complainant, confidential when appropriate and if the integrity of the complaint process is maintained. When an allegation that is not subject to the UCP is included in a UCP complaint, the YCOE shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the YCOE's UCP.

Element XIII: Admission Requirements

Enrollment Interest Forms are collected throughout the year. Each form is date and time stamped when submitted. This form becomes a part of the official lottery process if a lottery needs to be conducted. To best support the student population served, the school may support the parent or guardian of a student or a student of legal age with making a request of a current or prior school to release transcripts or other relevant records to YCCPCS to determine appropriate course placement and support.

Public Random Drawing Process

The school will count *Interest Forms* to determine whether any grade level received more interest than availability. YCCPCS strives to admit all pupils wishing to enroll, so when there are more openings than *Interest Forms*, all students are enrolled. A waitlist is established by the date and

time the *Interest Form* is received for any grade levels or programs filled after that and for the balance of the academic year.

YCCPCS adheres to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). If the YCCPCS receives a greater number of *Interest Forms* than there are spaces for students in a grade level, impacted grade level admission will be determined through a public random drawing process, without regard to ethnicity, national origin, gender, disability, achievement level, or according to the place of residence of the pupil or parents, except as guided by state law concerning county operated charter schools.

As needed, a random public drawing will be held before the start of school and will occur in a public place on the school campus that can accommodate all interested educational partners. An uninterested third party will run the public random drawing. Parents do not have to be present at the drawing to accept their spot, should their child's name be drawn. Parents whose students are admitted to the drawing will be notified within a week of the drawing, either in writing or by phone. Families are encouraged to call the school office to inquire about their child's enrollment status. Currently, enrolled students are exempt from the public random drawing process.

Admission preferences in the case of a public random drawing shall be granted to

1. siblings of currently enrolled students
2. residents of Yuba and Sutter Counties
3. all other applicants

In accordance with Education Code Section 47605(c)(5)(H), these preferences are not likely to negatively impact the racial, ethnic, and unduplicated balance YCCPCS strives to reflect.

After the public random drawing, all students not granted admission due to capacity shall be allowed to put their name on a waitlist according to their draw in the public random drawing. This waitlist will allow students to enroll in the case of an opening during the school year. A wait list will never carry over to the following school year.

Public random drawing rules, deadlines, dates, and times will be communicated on the YCCPCS's website. Public notice for the date and time of the random drawing will also be posted once the application deadline has passed. The YCCPCS will inform all parties having submitted an *Interest Form* and all other interested parties of the rules to be followed during the public random drawing process. Communication will be delivered via mail or email at least two weeks before the drawing date.

When grade-level capacity is reached after the start of school, families interested in enrollment will be added to the grade-level waitlist on the date and time order requests are received. The families will be placed at the end of any preexisting public random drawing waitlist defined above.

Enrollment Process

At enrollment, parents/guardians of new students will :

- Attend an orientation and complete enrollment forms, including emergency information cards.
- Provide records, including immunization records, as required by public schools.
 - Students enrolling as foster/homeless youth may enroll immediately without required documentation and must still provide required documentation within a reasonable amount of time.

Based on a review of transcripts, high school students are assigned a grade level in the student information system that correlates with the total credits earned.

Students are enrolled in YCCPCS vocational and other site-based courses based on their desire to learn a particular set of skills.

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in an independent study program unless an Individualized Education Program (IEP) specifically provides for that participation (EC51745(c)).

Written Agreement for Independent Study

After enrollment, each student and their parent/guardian will complete and sign a Master Agreement indicating their understanding of the partnership with the school, its philosophy, services, requirements, and expected student learning outcomes. Continued enrollment will depend on all partners meeting the expectations and conditions of the Master Agreement. Either member of the partnership may withdraw from the Master Agreement as appropriate or necessary.

Students are required to complete the courses listed on the Master Agreement for Independent Study each semester as they are outlined in the YCCPCS course descriptions. All course

objectives are consistent with the established guidelines. Assignment and Work-Record Forms include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work. The purpose of the master agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the assignment and work-record forms that will be part of this agreement.

As outlined in the policy, up to two weeks may elapse between the date an assignment is made by the teacher and the date it is due unless the period is officially extended. The student agrees to meet with or report to the teacher regularly in accordance with the frequency, date, time, and location specified in the course contract or the assignment and work record.

The Master Agreement is aligned with the California Education Code and local policy and shall serve as the YCCPCS procedure for independent study. It may be amended occasionally without the need to amend the charter so long as the amendments comply with legal requirements (Appendix).

Element XIV: Public School Attendance Alternatives

Attendance at YCCPCS is entirely voluntary for the students who enroll. District of residence public schools remain an option for all students who choose not to attend this charter school. The parent/guardian of each pupil shall be informed that the pupil has no right to admission to a particular school or any local educational agency because of enrollment in YCCPCS, except to the extent that the individual local educational agency extends such a right.

Element XV: Post-Employment Rights of Employees

All employees of YCOE will remain employees of the YCOE Superintendent and bound by the collective bargaining agreements between YCCEA, the YCOE Superintendent, and the YCOE CTA. No rights or privileges are hereby waived.

Element XVI: Closure Procedures

If YCCPCS ceases operation, the school's assets and liabilities will be disposed of by YCOE in accordance with the asset disposition provisions of YCOE rules and regulations.

If it is feasible to do so while still maintaining a viable and appropriate educational program, the charter school will close at the end of an academic year. YCCPCS and the YCOE will work together to avoid mid-year school closures.

Documentation and Notification of Closure Action

Closure of YCCPCS will be documented by official action of the YCBE in accordance with applicable law. The action will identify the reason for closure, an entity and person or persons responsible for closure-related activities (including notifications), and the effective date of the closure.

Notification to Parents and Students

YCCPCS students will be notified as soon as possible when school closure appears imminent. The notification will include assistance in transferring the student to another appropriate school and a process for transferring all student records.

Notification to the California Department of Education, SELPA, and State Board of Education

YCCPCS and the YCOE will send a notification of school closure to the Charter School Division at the CA Department of Education, the State Board of Education, and the SELPA. This notice will include the charter school name, CDS Code, name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the date of the closure action, the pupils' school districts of residence, as applicable; and how parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements, and information to assist parents and students in locating suitable alternative programs.

YCCPCS will develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

Notification to Receiving Districts

YCCPCS will notify any school district responsible for providing education services to former students so the receiving district(s) is/are prepared to assist in facilitating student transfers.

Records

In the event of closure, all state assessment results, pupil, special education, and personnel records will be transferred to and maintained by the YCOE in accordance with applicable law. Parents/students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc., that will facilitate transfer to another school.

All student record transfers will comply with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g.

Financial Close-Out

The YCOE will commence an independent audit as soon as practicable, or at least within 60 days after the school's closure, which may coincide with the school's regular required annual audit. The purpose of the audit is to determine the school's net assets or net liabilities. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment, and supplies, and an accounting of the school's liabilities, including any accounts receivable, which may include reduction in apportionments because of audit findings or other investigations, loans and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received or due to the school. The cost of the audit may be considered YCCPCS' liability.

YCCPCS will complete and file any annual reports required pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action but by the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, the school administration and the Superintendent will develop a plan for repaying any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of YCCPCS (i) have been paid to the extent of the school corporation's assets or (ii) have been adequately provided for shall be returned to YCOE.

Required Supplemental Criteria: Financial/ Administrative Plan Financial Budget

The financial budget is maintained by and in collaboration with the YCOE Fiscal Services Department.

Required Supplemental Criteria: Community Impact

YCCPCS is a locally funded charter with an unduplicated student count of at least 70 percent of the school's total enrollment of high-risk student groups. YCCPCS serves students who have not been successful in the traditional school setting via a Personalized Learning Program. As a personalized K-12 Independent Study program serving high-risk student groups, the impact on the local schools is minimal and does not duplicate programs offered by the local districts.

Material Revision Appendix

1. *Independent Study Master Agreement*
2. *Draft of Charter Advisory Council Bylaws*



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Yuba County Career Preparatory Charter School	Cynthia A. Soares, MS Director	cynthia.soares@yubacharterschool.org 530-749-4000

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	11.4	35.6%	49.8%	0	13.1%	0	1.2%	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language		2			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

All Parents/Guardians are encouraged to take an active part in their child's education right from the beginning with a detailed orientation regarding our YCCPCS Independent Study program. Upon enrollment in YCCPCS Parents/Guardians and students are provided with personalized learning plan for their child. The governing body of the school is an Advisory Committee comprised of an administrator, parents, community business members, students, and teachers. The committee makes recommendations to the Yuba County Superintendent of Schools. When necessary, the County Superintendent of Schools for the Yuba County Office of Education confirms or denies the advisory council choices. Parents/Guardians commit to helping their children be successful students and future community members. They are encouraged to be involved with their child's education and to help tailor the program to meet individual needs. In the 2023-2024 school year, Parents/Guardians were invited to their student meetings and to volunteer (Advisory Committee and WASC Committees, Auto Show, Graduation celebrations, etc.). Parents are asked and encouraged to contact their child's teacher and support staff weekly to learn about what is happening at school, how their child is doing, and ways in which to support the student at home. Teachers frequently call, email, text and meet with parents to discuss student progress and tips on how to assist their student. IS students receive weekly feedback and receive quarterly progress reports, in addition to access to student grades, progress, and upcoming assignments through their assignment sheet, PLP platform, Google Classroom, and ParentSquare. YCCPCS is also actively engaged with our families through social media. We continue with our "Bear Scholar" program for students who have earned 30+ credits in a semester. As part of the recognition we send letter home to parents and invite them to an awards night two nights annually. We also have a Back-to-School night and Art Show/Chili Cook off for families to engage at the school.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

YCCPCS four family nights including presentations, parent and student surveys, student awards, arts, and school tours. Our Back-to-School night was not well attended but when shifted the focus from dinner and information to recognizing student achievement, and small amounts of site information and feedback, our award nights participation significantly increased from 5 to over 100.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We have a high number of low socio-economic families and smaller groups of EL and Foster Care students who attend. We have asked for feedback from all families and have gotten very few responses. Our families continue to be concerned regarding their students mental health and ask for continued services. We share services and event information on paper during student session with teachers, at the front of the school on boards, on the front door of the school as well as electronically through social media and Parent Square. We also translate our documents for our non-English speaking parents/guardians. We are going to add in more ways to communicate during our Re-enrollment and Orientation/Enrollment process getting feedback from families on how they would like to engage with us.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

YCCPCS has Professional Learning Opportunities including all YCCPCS staff (admin, teachers, classified) on weekly basis focused on implementation of curriculum and academic standards, MTSS/PBIS policy and procedures, development of CTE programs, Special Education including Ed Benefit and collaboration for General Education and Special Education, STAR assessments and interventions through NearPod, Edge, and tutoring to support academics.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We have been participating in a small Community of Practice (CoP) for Independent Study Best Practices using an Educator Effectiveness Grant YCCPCS was awarded to strengthen our partnerships for student outcomes. This CoP includes a small group of DASS Independent Study Charter school who we hope to share practices with and learn more ways to increase our student outcomes. In the 23-24 school year we sent a team of classified staff and administration to a CA PBIS Conference to learn more about ways to support our students in building out a PBIS system for our "at-promise" students. In the 24-25 school year a small site team will be participating in a CA MTSS conference to continue to build our support systems both academically as well as social/emotionally.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To support our continuous cycle of improvement administration has been working with an educational consultant who has been specifically helping leadership to improve engagement and build partnership for our student outcomes during the 23/24 school year and will continue with this work during the 24/25 school year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

YCCPCS has the opportunity throughout the year to seek input from all YCCPCS Staff, our Authorizer YCOE, our Advisory Committee, students and parents. Their feedback directly drives our overall decision making including the evaluation of our data sources to drive our decisions.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The group we are most significantly missing is that of our parents/guardians. We have provided two awards nights and several opportunities to complete surveys or simply talk with us and we have had the least amount of input from our parents/guardians. We continue to redesigning our input options and more specifically when the opportunities are presented to parents/guardians. We are optimistic we will find strategies that will increase our input from parents/families to support our decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Over all, under represented families are our families we will be engaging with during our family nights/awards opportunities with student recognition. We will change when we ask for feedback to increase input from our parents/guardians.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Grades K-5

YCCPCS administered a PBIS climate survey to elementary grade levels. This is a very small group of students, and there were too few responses for the data to be considered valid.

Grades 6-12

YCCPCS is in year one of implementing the Mosai CoVitality Survey, an evidence-based survey that provides insights and recommendations to improve school climate and support students' thrive. This assessment uses CASEL SEL evidenced-based framework through a student self-reporting online survey tool. This tool measures 12 key strengths and assets to students' success. The survey does not disaggregate data by student groups.

YCCPCS reports students in the three lowest risk groups: High Thriving, Moderate Thriving, and Getting By. These three groups, by publisher definition, have low or no concerns. YCCPCS is also tracking the following strength indicators in two subcategories that should significantly impact overall scores: Persistence and Gratitude. YCCPCS will also report the peer and school support subcategories, overall life satisfaction reported by students on a 1-100 scale, and the student average in school connectedness for this local indicator requirement.

CoVitality provides individual student-level reports the counselor uses when meeting with students and parents.

FALL TO SPRING 23-24 DATA (BASELINE)

Each administration's participation rate was approximately 65% of the 8-12 student population.

- % of students not at risk: 42% (-16%)
- % persistence as a strength: 30% (+7%)
- % gratitude as a strength: 49% (+11%)
- % peer support as a strength: 64% (+7%)
- % school support as a strength: 49% (+11%)
- Life satisfaction score: 48 (+1)/ Low Average
- School connectedness score: 55 (+1)/ Average

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In the first year of implementation and the first with a 1.0 FTE school counselor, YCCPCS administered the survey twice and developed a plan based on the disaggregated data. While there was an overall implementation dip in the percentage of students not at risk, further exploration of the data revealed that students in the highest-risk groups decreased and moved to the moderate-risk categories. The data also indicates consistent growth in the four subcategories reported with the greatest increases in school support and gratitude. By all indicators, students feel supported by school staff, and the school climate is positive.

While students' overall life satisfaction range is 'low average,' students seem to benefit from school connectedness, where the score is 'average.'

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The goal for next year is to increase participation in the survey to 80%. In the first semester, the counselor only met with the students falling into the high and moderate-risk groups, and all students declined individual and group counseling opportunities. In Spring, the counselor will contact parents (when the student is not an adult) and offer to meet with both parent and student to review the results of the survey and offer services. The reports provide a lens through strength-based reporting and identify areas for growth. In the 24-25 school year, the school counselor will provide group meeting opportunities for students, and school-wide, we are developing language and lessons to strengthen Persistence and Gratitude. The evidence supports that if we can strengthen these two traits, we will impact others, credit completion, and, ultimately, high school graduation.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The school administrator, academic advisor, and enrollment team use a locally developed enrollment process to ensure each student has an Individualized Learning Plan (ILP). Each ILP includes access to a broad course of study designed to maintain a solid path that will address both credit deficiency and meet high school graduation requirements in a timely manner. Students' ILPs are reviewed at least two times a year by the supervising teachers and one time by the academic advisor.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

YCCPCS is one school site and all students have access to and are enrolled in a broad course of study that places them on track to graduate with a high school diploma. There is no difference in access or enrollment as a result of a student's unduplicated status or program enrollment options.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers to providing access to a full course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

YCCPCS continues to revise its master schedule, including a Cohort IS where students meet with their supervising teachers for more time to better meet students' needs. Students remain in our setting longer, demonstrating growth in academic achievement and earning more credits per semester. Our academic advisor meets with students to review their educational paths, and we continue to design programs to ensure all students have access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



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
Yuba County Career Preparatory Charter School	Cynthia A. Soares, MS Director	cynthia.soares@yubacharterschool.org 530-749-4000

Goals and Actions

Goal

Goal #	Description
1	(Broad) Goal #1: Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and on to students' college/career pathway.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	93.1%	91.6%	91.62	2022-2023 87.7%	95%
One year Graduation rate	56.70%	80.8%	53% projected	Spring 2022 81% Overall Student Groups 80% Low Income 91% Homeless 94% Disabilities 88% Hispanic 77% White	80%
Parent/guardian survey participation	100%	20%	100%	2023-2024 <10%	100%
Number of Parents on School Committees	5	3	2	2023-2024 3 parents	25
Survey results of volunteering opportunities from parents/ guardians	26%	20%	21%	2023-2024 25%	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average number of HS credits completed each semester	Fall 2020: 15.47 Spring 2021:XX	Fall 2021: 22.71 Spring 2022: 23.17	Fall 2022: 25.02 Spring 2023:	Fall 23: Average 24.17	25
Percentage of students meeting with and completing graduation plans with Academic Advisor	30%	32%	50%	Fall 2023 and Spring 2024 91% of students in their first semester	70%
Number of students who are referred for an Student Success Team (SST)	6	4	3	Fall 2023 9 students identified and referred	10
Number of CTE Completers	8	8	10	Spring 23: 13 completers (21%) Fall 23: 2 completers	30
Number of students participating in a CTE internship.	20-21 No data	21-22 No data (COVID)	6	2023-2024 5 internships	20
Number of career related and academically supported field trips	20-21 No data	9	4	2023-2024 18 field trips	10 a year
Number of Students successfully completing Concurrent Enrollment, Dual Enrollment, or articulated courses	22	16	12 projected for June	Fall 2023 2 Concurrent 0 Dual Enrollment 12 Articulated courses	30
Number of students successfully completing Student	No data	80	96	2023-2024 58 or 66% of new students	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Success class each year.					
Number of project-based units available	No data	No data	No data	2023-2024 Embedded in CTE Pathways	15
Percentage of student enrolled in a broad course of study that includes all subject areas	100%	100%	100%	100% enrolled	100%
Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	100%	100%	100% have access	100%
Chronic absenteeism rate	31.05%	34.2%	33.1	28% Overall 30% Low Income 22% Disabilities 32% EL 32% White 25% Hispanic	28%
Number of identified instances where facilities do not meet the “good repair” standard	0	0	0	0 instances	0

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.

All 23-24 actions were partially or fully implemented.

1.1 YCCPCS implements many strategies to address barriers to learning and increase student/parent connectedness to school. Students receive planners at enrollment and take Student Success their first semester of enrollment (unless they enroll late, in which they would take the second semester). The school notifies parents of events through Parent Square. Aeries documents student referrals to tutoring and counseling and records parent contacts. The YCCPCS web landing page is another example of how the school reaches and meets the needs of students and families. Staff use an internal document to track essential dates.

YCCPCS also offers a Planner Toolkit, provides themed onsite monthly engagement events, hosted Family Nights, including Awards, provides a full-time counselor, and increased parent contact and SST scheduling.

1.2 YCCPCS implements many schoolwide supports to address barriers to learning and improve academic, social-emotional, and behavioral outcomes. YCCPCS increased the number of 3-hour Cohort IS teachers to five teachers, increased participation in summer school, provided Nearpod intervention, and administered the CoVitality Assessment (Fall 2023).

1.3 YCCPCS created an academic advisor and family support specialist position and established partnerships with Yuba College & Yuba County One-Stop. The CTE teachers increased collaboration regarding programs to better prepare students for college and career transitions. YCCPCS improved processes to get all new students in with the Academic Advisor to complete a grad plan and participate in offered activities.

1.4 YCCPCS implements the schoolwide practices of teacher referrals, regularly contacting parents, and increasing student support.

1.5 This action was not implemented as planned. Instead, YCCPCS reorganized resources to provide 1:1 student support and is building toward successfully implementing group tutoring capacity by implementing previous actions as documented.

1.6 YCCPCS offers drop-in tutoring for additional academic support.

1.7 YCCPCS works closely with Yuba County One-Stop. One-Stop provides onsite professional development to all staff on programs available to students. Likewise, they also offer small student group presentations in Capstone CTE classes for students preparing to graduate and enter the workforce. Additionally, students are offered a field trip to the One-Stop in the new Student Success class so that all students know about the program and how it can support their future work opportunities. The school increased CTE field trips to Holt of CA, the Universal Technical Institute (UTI), Yuba College, the Sacramento Zoo, and the Big Cat Animal Sanctuary. Staff continue to take students to the LA Roadster Show and provide welding-related field trips to local competitions and the Colusa Farm Show.

The school maintains a community partnership seat on the Advisory Committee with a representative from Yuba College, strengthening the opportunities for transition to college for students desiring to attend a community college.

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.

Material Differences in Budgeted and Estimated Actual Expenditures

1.4 Prevention Specialist- There is a material difference of approximately \$6000 due to an overestimated staff cost. Funding was reallocated to other Goal 1 Actions contributing to increased and improved student services.

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

YCCPCS met or neared many established outcomes in 23-24. Established actions were largely effective. However, Goal 1 is a long-term goal, and it will take more than this 3-year cycle to build sufficient capacity to be fully effective.

YCCPCS aligned site plans and organized metrics and outcomes to align with the 8 State Priorities and ensure data can be tracked consistently and effectively in the next LCAP cycle. YCCPCS does not believe these errors reflect a lack of overall effectiveness based on successes in key metrics aligned with State Priorities.

CONNECTEDNESS (1.1)

Attendance rates have steadily increased overall and for each reportable student group. Suspension and expulsion rates have decreased to 0. Staff follow operations procedures to support IS attendance. Students actively participating in Cohort IS and Student Success are completing more credits per semester.

The YCCPCS toolkit is an area for growth. In Fall 2023, the school asked students on-site if they had seen or heard of it. Fifty-four students were asked if they had seen the toolkit; 14 said yes, they had seen it; seven said they had used it in the past but not currently.

The next steps include building staff capacity and implementing effective practices to support educational partners as decision-makers, improving the school climate and culture, and increasing communication and access to resources, tools, and events. In spring 2024, YCCPCS continues to build on recognition and reinforcements for positive behaviors.

COLLEGE/CAREER READINESS (1.3, 1.7)

Annual events are well advertised, and steady participation is maintained. Milestones include increased participation and entry into Career-related internships. Students continue participating in and completing dual enrollment, field trips, and internships. The percentage of CTE Pathway completers reported on the annual Dashboard combined four- and five-year graduation rates. In Spring 2022, it was 13.2%. Student group data was similar to or better than the average.

2023-2024 is the first year with the new Welding Teacher. The school plans to increase field trip opportunities and encourage student participation. YCCPCS will continue to build capacity in this work, collect data to support effectiveness, and continue annual academic advisor meetings.

TIERED SUPPORTS (1.2, 1.4-1.6)

Success Class attendance is improving, and as previously noted, schoolwide attendance rates have increased, and suspension/expulsions remain at 0. The master schedule is reviewed and adjusted annually to meet identified needs. YCCPCS tracks graduation data in several ways (e.g., 1-year, 4/5-year). The Spring 2022 1-year cohort graduation rate was 81%. Spring 2023 is not available. The CA Dashboard Additional Reports indicate that YCCPCS student career readiness doubled from 6% in 2021 to 14% in Spring 2023, with all reported student groups performing at comparable rates. Data indicates students remain with YCCPCS longer and complete more credits. However, dropout rates fluctuate yearly, with a decrease in Spring 2023.

Next steps include further defining a complete multi-tiered system of support, SST procedures, and home visitations. Additionally, YCCPCS staff will fully implement the YCCPCS MTSS Tiered System of Support and increase Nearpod lessons and tutoring groups to address identified needs. Staff will track and monitor their implementation and effectiveness (e.g., attendance records, assignments made, assignments completed, change in local assessment scores, etc.)

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.

YCCPCS aligned all site plans. The LCAP goals, metrics, actions and outcomes were revised to remove redundancies and make the strategic plan more focused (e.g., Goal 3 was embedded in Goal 1 and Goal 2) and ensure actions and metrics are measurable.

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	(Broad) Goal #2: Increase educator efficacy in supporting all students in engagement, learning, and achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teacher misassignments	0%	0%	0%	2023-2024 0%	0%
Number of teachers surveyed to determine their professional learning needs	No data	9	13	2023-2024 All teachers were surveyed	All teachers each year
Percentage of teachers trained on ERWC	2%	44%	44%	2022-2023 44%	80%
Percentage of teachers using project-based learning (PBL) as measured by observations and planning documents	No Data	None	None	2023-2024 Embedded in CTE Pathway courses	
Number of instructional staff professional development opportunities on standards-based curriculum	No data	3	3	2023-2024 2	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of instructional staff professional development opportunities on serving students with disabilities including building in accommodations and modifications.	2	4	3	2023-2024 3	
Average number of credits HS student complete per semester	Fall 2020: 15.47	Fall 2021 22.71	Fall 2022 25.02	Fall 2023: Average 24.17	25
Percentage of students who met or exceeded standard on CAASSP Assessments	19/20: ELA % met or exceeded standard 20.43% Math % met or exceeded standard 1.08%	21/22 Overall ELA 21.05% Math 1.79%	Not available until July 1st	Spring 2023 ELA 15% Overall and Low Income 0% Disabilities 21% White 18% Hispanic Math 2% Overall and Low Income 0% Disabilities 5% White 0% Hispanic	ELA 30% and Math 20%
Percentage of students showing one year of growth on ELA and Math STAR tests	ELA 34.80% growth Math 41.70% growth	21/22 ELA 48.8% Math 63%	ELA 53.3% growth Math 59.5% growth	Spring 2024 ELA (reading) 57.2% growth Math 60.2% growth	ELA 50% and Math 60%

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.

All 23-24 actions were partially or fully implemented.

2.1 YCCPCS adopted a new standards-based curriculum through Schools PLP, including Bright Thinker. There are no plans to implement IMET moving forward.

2.2 Recent implementations include participation in an Independent Study Instruction Community of Practice, the use of Schools PLP curriculum, conference attendance, onsite training, guest speakers, and personal development plans supported by the site administrator.

2.3 Site administration designs a weekly staff meeting dubbed 'The PLC'. During this time, staff receive ongoing professional learning. Staff needs are determined primarily by surveys and data and consist of guest speakers, presenters, and the community of practice. Site administration steers personal development plans. Staff also have the option to attend other professional learning and conferences to address individual needs. Administration allocates time for staff to share and teach what they have learned to other staff.

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

There are no material differences to report.

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

YCCPCS met or exceeded most established outcomes in 23-24, indicating effectiveness.

STAFF PROFESSIONAL DEVELOPMENT (2.1-2.3)

YCCPCS has established systems to support Goal 2 actions and ensure sustainability and effectiveness. The school addresses SEL in Student Success classes and Cohort. PBL occurs in CTE classes, and competency-based learning happens through an online curriculum. Students must pass content to progress.

The Community of Practice is held monthly and comprises four local independent study programs. Data indicates most staff are identifying strategies they can implement with ease, and the work is relevant to their school/professional needs. Ongoing professional learning has led to SEL in Student Success class and Cohort, PBL in CTE classes, Automotive students can earn certification for multiple skills; Vet Tech

students have the opportunity to be placed with local agencies to gain internship hours toward state licensure, complete certification online, complete state testing online, and participate in grooming and veterinary appointments; Welding students have the opportunity to earn certification for multiple skills. The Family Support Specialist tracks MTSS/RTI on the Aeries Visitation tab. The details and intervention steps are documented and show increased student utilization of the available supports.

Certificated staff indicated they implement approximately 80% of strategies learned in professional development, while classified staff indicated they implement approximately 70% relevant to their position.

The next steps include continuation of and capacity building in weekly PLC meetings, through collaboration, and in monthly Community of Practice meetings promoting 'Learning Together' and the implementation of an on-site school counselor to provide SEL and MTSS/RTI support and implementation of the CoVitality survey to provide insight into student SEL wellness, which could influence and affect academic performance.

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.

YCCPCS aligned all site plans. The LCAP goals, metrics, actions and outcomes were revised to remove redundancies and make the strategic plan more focused (e.g., Goal 3 was embedded in Goal 1 and Goal 2) and ensure actions and metrics are measurable.

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	(Focus) Goal #3: Increase the resources for students and families to support students' social-emotional learning and mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school student attendance rate	93.1%	91.60%	91.62%	Spring 2023 (K12- primarily 9-12) 89% Overall 88% Low Income 94% EL 80% Foster Youth 90% Disabilities 87% White 90% Hispanic 92% Multi-Race	95%
One year graduation rate	56.70%	80.8%	53%	Spring 2022 Overall 81% Low income: 79% Disabilities: 94% Hispanic: 88% White: 77%	80%
Percentage of students meeting with and completing graduation plans with Academic Advisor	30%	32%	50%	Fall 2023 and Spring 2024 91% of students in their first semester	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students participating in leadership opportunities on campus	No Data	11	14	Fall 2023 2% of students	20%
Percentage of students using prevention assistant services of MTSS and PBIS activities	No Data	60%	81%	Fall 2023 20% of students	
Number of students participating in a structured time teaching them skills need to be a successful Independent Study Student (Student Success)	No Data	80	96	Fall 2023 and Spring 2024 92 students total	
Percentage of school staff trained on SEL/Trauma-Informed	50%	100%	100%	Fall 2023 100%	100%
Number of students accessing "Boot-Camps"	No Data	30%	35%	Fall 2023 0 students	
Number of students enrolled in Cohort IS	No Data	65	98	Fall 2023: 55 students Spring 2024: 134 students	

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.

All 23-24 actions were partially or fully implemented.

3.1 YCCPCS maintains the prevention specialist position.

3.2 YCOE Prevention and Support Services, referrals, advertisement of support offerings, follow-up, and documentation are ongoing. Recent additions include the YCOE Learning Communities for School Success Program, Sutter Yuba Behavioral Health Youth Early Intervention is offered to all Sutter and Yuba County families, Mobile Access Hub, and the CoVitality Climate Survey .

3.3 Professional learning occurs during protected time each Monday and includes needs-specific training/guest speakers and an Independent Study Community of Practice. As previously noted, the administration supports personal development plans.

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.

Material Differences in Budgeted and Estimated Actual Expenditures

3.2 Connection to Counseling. There was no cost for this service in 23-24. YCCPCS hired a full-time counselor, and there was no need for outside counseling referrals.

3.7 PPS School Counselor was underspent by approximately \$22,000. YCCPCS hired a first-year counselor for a lesser cost than projected. Funding was reallocated to other Goal 3 Actions that contributed to increased and improved student services.

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

All actions were effective in 2023-2024. YCCPCS met or exceeded all established outcomes.

3.1 The prevention specialist tracks service data, including how many backpacks, bus passes, and referrals are issued, and collects the number of interventions, home visits, and connections made. The next steps will include a revised SST process and a potential rollout of a food bank, food distribution, and volunteer opportunities for students.

3.2 Effectiveness is as described in Goal 1 Action 7. YCCPCS gathers educational partner input each year to identify the need for site plans and budget development. The next steps include building capacity for early identification of needs and support, earlier intervention, wrap-around services with an onsite counselor, and implementing the CoVitality Survey with baseline data.

3.3 The effectiveness determination is partly supported by the perception survey results, the Community of Practice survey results, the implementation of CoVitality with data disaggregation, and the professional development documentation shared in Goal 2. 100% of staff received the identified professional development except for RTI.

The next steps include continuing to administer the CoVitality survey, analyzing disaggregated responses and implementing support, completing the Community of Practice and implementing change ideas, and finally, seeking further community involvement in planning and implementation.

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.

YCCPCS aligned all site plans. The LCAP goals, metrics, actions, and outcomes were revised to remove redundancies, make the strategic plan more focused (e.g., Goal 3 was embedded in Goal 1 and Goal 2), and ensure actions and metrics are measurable.

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.

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



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
Yuba County Career Preparatory Charter School	Cynthia A. Soares, MS Director	cynthia.soares@yubacharterschool.org 530-749-4000

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.

Yuba County Career Preparatory Charter School (YCCPCS) is a charter school with the Dashboard Alternative School Status (DASS) or alternative school designation. We came into existence in July 1995 to meet the needs of students who were not successfully completing other local school programs, including grade school. YCCPCS started with a strong vocational focus, with several Career Technical Education (CTE) programs to help motivate students to complete their education. This filled a need in Yuba County that had not been addressed before our inception.

Many of our students have not experienced success in traditional school settings. They come to us for a variety of reasons: the flexible schedule offered, our specialized vocational opportunity with CTE onsite training, small class size, and hands-on learning, and some are

attracted to the idea of faster credit acquisition, allowing them to catch up because they are credit deficient or are interested in early graduation. Greater than 76% of our students are at-promise, as they may have absentee problems, emotional distress or behavioral issues, teen parenting, other socio-economic issues, health issues, and some have experienced or are currently experiencing unpredictable and traumatic life conditions, which include absentee parent(s), emotional, physical, and sexual abuse, neglect, and mental illness. Often, the traumatic narratives of the personal lives of students are revealed to staff when staff members are responding to student behaviors (acting out, lack of progress, etc.). Some are homeless or foster children.

YCCPCS strives to create a safe environment for all our students. Historically, a significant amount of teacher, administrative, and staff effort has been spent counseling students, de-escalating behaviors, and interacting with them to get to know and guide them. Staff frequently collaborate about the needs of the students, trying to understand how best to support them. IS provides individualized pacing and one-on-one meetings with a Supervising Teacher. Students can concentrate on credit recovery based on their needs and choose which CTE class to explore. YCCPCS offers "Cohort" IS. This is a program where we have two or three teachers in a classroom, each teacher having up to five students at one time. Cohort IS meetings are three hours, including one hour of direct instruction and two hours for students to work on their school work, meet with other students, and meet with their Supervising Teacher.

YCCPCS does not receive Equity Multiplier funding but is using the LCAP to meet planning requirements for Comprehensive Support & Improvement (CSI).

Reflections: Annual Performance

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

CAASPP ELA

YCCPCS maintained its overall percentage of students meeting or exceeding state standards in ELA between the spring of 2018 (16%) and the spring of 2023 (15%). There was a slight increase in 2022. Similarly, the number of students nearing standards increased from 26% in the spring of 2018 to 29% by the spring of 2023. There was a significant gain in 2022. The distance from standard doubled between 2022 (-52 points) and 2023 (-101 points). Student group data, except for students with disabilities, is similar. This student group is more than 200 points from standard, whereas other groups average approximately 100 points from standard.

CAASPP ELA Participation Rates

2023 participation rates hover at approximately 96% overall, with the following student groups falling at or below the required 95%:

79% of students with disabilities

0% Foster youth (1 student)

78% Homeless

CAASPP MATH

YCCPCS maintained its overall percentage of students meeting or exceeding standards in math between the spring of 2019 (1%) and spring of 2023 (2%). There was a decrease in the percentage of students nearing standards (14% to 5%). All student groups maintained a

proficiency rate of less than or equal to 5%. Students with disabilities are not experiencing success in mathematics (0% nearing, meeting or exceeding standards). The distance from standard is significantly greater than that of other student groups (-248 points).

CAASPP Math Participation Rates

2023 participation rates are 96% overall, with the following student groups falling at or below the required 95%:

79% of students with disabilities

0% Foster youth (1 student)

78% Homeless

YCCPCS staff are working on solutions such as a foundational math class for high school and grades 6-8, adding drop-in tutoring in the morning and afternoon, and tutoring with a paraeducator by appointment.

A review of Fall 2023 local assessment data indicates higher participation rates schoolwide. Staff are working to increase student and family engagement and develop solutions to apply similar strategies to increase state assessment participation rates.

COLLEGE-CAREER READINESS

The percentage of students Prepared or Approaching Prepared for college increased in most groups between 2020 and 2023. Students with disabilities are consistently the least prepared for college.

GRADUATION & DROPOUT RATES

A shift from a one-year graduation rate to a 4/5 year graduation rate required the establishment of a new baseline in 2023. Overall, students and all student groups graduated at a rate of 60-68% in 2022 but decreased by student groups from 20-40% in 2023. Students with disabilities are not experiencing success with graduation in 2023. YCCPCS will continue to track the previous DASS graduation calculation based on a one-year cohort rate as an alternate measure of success for WASC accreditation and charter renewal. This rate is much higher and best reflects the annual work of YCCPCS staff.

9-12 dropout rates have increased overall and across most student groups. Annually, YCCPCS has an average of one middle school dropout (approximately 5%). Middle school dropouts are most often those classified as low-income or students with disabilities. They generally identify as White.

ATTENDANCE RATE

YCCPCS maintains an attendance rate of just under 90% for overall students and student groups. Chronic absenteeism is very high but also consistent across student groups and academic years at approximately 25-30% (CALPADS certified). The CA Dashboard K-8 Chronic Absenteeism Rate is comparable for students identifying as White. The chronic absenteeism rate for students identifying as Hispanic decreased nearly 25% from 2022 to 2023.

SUSPENSION RATE

By focusing efforts on staff professional development, implementing a tiered support system, and engaging programs and services that address individual student needs, YCCPCS can maintain a suspension rate of less than 3% with no expulsions.

SCHOOL CLIMATE

YCCPCS sets a high bar for 85% satisfaction on annual climate surveys. The school made significant strides toward this goal with a 22-23 satisfaction rate of 80%. Students indicate they feel safer and more connected to school.

2023 CA DASHBOARD STATE INDICATORS (REQUIRED TO REMAIN UNCHANGED)

Overall

YCCPCS received a red performance level in graduation rate, ELA, and math. It had a college/career status of 'Very Low.'

Student Groups

YCCPCS received a red performance level for low-income students in the following indicators: ELA, graduation rate, and college/career. Too few students were reported in math to generate student group performance colors.

NEXT STEPS

YCCPCS will

1. Build on recognition and reinforcements for positive behaviors established in Fall 2023
2. Continue building educator efficacy to support all students' engagement, learning, and achievement
3. Increase resources to support mental health and wellness
4. Use data to inform instruction and decision-making and engage all staff in cycles of continuous improvement.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

YCCPCS is identified for Comprehensive Support and Improvement- Grad Rate.

Support for Identified Schools

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

Based on CSI allowable items identified in ESSA, Section 1003, YCCPCS developed a plan to support CSI strategies and activities directly (e.g., capacity building and plan development and implementation), including collaboration with education partners, conducting needs

assessments and root cause analysis, identification/development of evidence-based interventions, strategies, and activities; using data to develop, implement, monitor, and evaluate improvement efforts, reviewing/identifying resource inequities, which may include a review of the school budgets. Beginning 2024-2025, YCCPCS site plans (LCAP, WASC, and the Charter) are aligned to focus staff efforts on continuous improvement based on identified needs. The Yuba County Office of Education (YCOE) Superintendent and Deputy Superintendent provide direct supervision over the school and support or delegate support of CSI Plan implementation to the Director of Curriculum and Instruction and or other support positions.

Monitoring and Evaluating Effectiveness

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

YCOE/ YCCPCS recently established a system to track state and local data, regardless of student group 'n-size,' and is establishing a system to track and monitor site plan implementation and effectiveness. YCCPCS uses multiple data sources, including an annual needs assessment, to drive decision-making and plan refinement. This supports actions tied to key DASS indicators, such as increasing graduation and attendance rates and decreasing dropout rates. Student achievement data continues to be an area of focus.

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
ADMINISTRATION/COUNCIL & BOARD	<ol style="list-style-type: none"> 1. The Director gathers and reports data annually to the Board, including, at a minimum, CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Director prepares Advisory Council updates. These updates include continuous improvement, professional development efforts, compliance, financial, and legal updates. 3. The Advisory Committee reviews existing LCAP goals each spring. The Committee provides input on proposed goals and actions. 4. A public hearing on the proposed LCAP and budget is held during the regularly scheduled May Board meeting. The public is allowed to comment. The LCAP and budget are adopted at a subsequent June Board meeting. 5. YCCPCS administration meets regularly with the YCOE Superintendent, who provides program input.
TEACHERS	<ol style="list-style-type: none"> 1. Teacher input is elicited through annual climate and professional development surveys. 2. Teachers provide feedback during weekly staff meetings 3. Teachers provide input during WASC Committee and Advisory Council meetings.
OTHER STAFF	Based on the small number of staff at YCCPCS, input is solicited from Other Staff in the same manner as listed for Teachers.
PARENTS	<ol style="list-style-type: none"> 1. Parent input is solicited through Parent Voices meetings and in an annual parent survey.

Educational Partner(s)	Process for Engagement
	2. Parents participate on the WASC Committee and Advisory Committee. 3. Parent feedback is received during regularly scheduled independent study meetings and via email/ Parent Square.
STUDENTS	1. Student input is solicited through Student Voices meetings and surveys. 2. Students participate in the WASC Committee and Advisory Committee. 3. A bi-annual climate survey is administered to all grades 6 -12 students. 4. An annual student engagement survey is administered to 3-12 grade students.
EDUCATIONAL PARTNERS	Educational partner input is actively solicited throughout the year via various channels such as surveys, social media, all-calls, emails, texting, orientations, site meetings, Advisory Committee, and collaboration with YCOE, our authorizer.

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

The following priorities were elicited from educational partners and incorporated into the 24-25 LCAP.

1. The 2023 Parent Survey received less than 10% participation. However, participating parents indicated their students are suffering less from trauma. They also indicated ongoing mental health and wellness supports are a priority. Other priorities include credit recovery and academic support for students working at home.
2. Staff priorities include support for social-emotional skill development and increased staff engagement with families.
3. YCCPCS student data indicates they need support building the skills necessary to be persistent and live an engaged life.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and to students' college/career pathway.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT YCCPCS PLANS TO ACHIEVE
 In alignment with the WASC Mid-Cycle Review process and based on a review of multiple years of low achievement, climate, and engagement data, committee members, including staff and educational partners, identified the need to build on recognition and reinforcements for positive behaviors established in Spring 2024, including building staff capacity to implement effective practices that support educational partners as decision-makers, improve school climate and culture, and increase communication and access to resources, tools, and events. Additionally, staff will fully implement the YCCPCS MTSS Tiered System of Support, including home visits, increased direct instruction and intervention lessons, tutoring groups, and counseling and field trip participation to address identified needs.

YCCPCS will also increase resources to support mental health and wellness, including revising the SST process and providing students with a food bank, food distribution, and volunteer opportunities; building capacity for early identification of needs and support, earlier intervention, wrap-around services with an onsite counselor, and administering the CoVitality Survey, completing the Community of Practice and further implementing change ideas and seeking further community involvement in planning and implementation (e.g., via Community Schools Grant implementation).

EXPECTED OUTCOMES
 Staff will track and monitor implementation and effectiveness, including increasing and tracking onsite tutoring and field trip participation. As a result of meeting basic needs and effective implementation, YCCPCS strives to increase the number of students completing college courses and CTE Pathways, as well as grad rates and attendance rates. By implementing the MTSS System of Support, YCCPCS will see more students responding positively to the climate screener.

YCOE and the WASC Visiting Committee have endorsed this plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home			100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	
1.2	Annual parent input satisfaction/participation Parent participation Priority 3a/3b Source: Local Surveys & Tracking	2023-2024 93% of parents responded they are satisfied with YCCPCS. Less than 10% of parents participated in the survey. YCCPCS strives to maintain positive survey response rates of at least 85%.			85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.	
1.3	Annual Facility Inspection Priority 1c Source: Facility Inspection Tool (FIT)	2023-2024 0 instances			0 instances where facilities do not meet at least "good repair"	
1.4	% completion a-g requirements	2022-2023			Overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% CTE Completers % of students completing a-g and at least one Pathway Priority 4b-4d Source: CALPADS/SIS	UC/CSU: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0 CTE: 20.6% Low income: 21% Disabilities: 33% Hispanic: 29.2% White: 14.3% UC/CSU and Pathway: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0			>0% of students will complete a-g requirements >25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
1.5	Attendance % Priority 5a Source: SIS/DataQuest	Spring 2023 (K-12) Overall: 89% Low income: 88% Disabilities: 90% Hispanic: 90% White: 87%			Overall At least a 90% attendance rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
1.6	4/5-year graduation rate	Spring 2023			Overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5e Source: CA Dashboard	Overall: 37% (new baseline 4/5 year) Student Groups Low income: 37% Disabilities: 17% Hispanic: 29% White: 43%			Maintain a target 4/5-year graduation rate of >75%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall	
1.7	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of enrolled students have access to a broad course of study.			Overall 100% of enrolled students will have access to a broad course of study.	
1.8	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS			100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students as measured by the UCP.			measured by the UCP.	
1.9	Climate Screener Priority 6c Source: Locally Tracked CoVitality	Fall 2023 Baseline 58% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.			Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	
1.10	1-year cohort grad rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 81% Low income: 79% Disabilities: 94% Hispanic: 88% White: 77%			Overall Maintain a target 1-year graduation/ equivalency rate of >80%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall	
1.11	Number of students completing college courses	Fall 2023 2 Concurrent 0 Dual Enrollment			>30 students successfully completing	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8 Source: SIS Query/ Report	12 Articulated courses Student Groups Low income: 93% Disabilities: 21% Hispanic: 71% White: 21%			Concurrent Enrollment, Dual Enrollment, or articulated courses Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
1.12	% of high school students completing grad plans Priority 8 Source: SIS (Academic Planner) locally tracked	2023/2024 school year 91% of first year students completed a grad plan.			100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Systems to Support Student & Family Engagement & Connectedness	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing graduation and college-career readiness rates, YCCPCS will use the next three years to develop and implement local procedures that build and support a strong foundation for academic engagement and school connectedness. In 24-25, this work will include:</p> <ol style="list-style-type: none"> 1. Developing enrollment/orientation procedures to onboard and train staff by 25-26. 2. Refining and improving family events, tools/resources, and decision-making processes implemented in the last LCAP cycle (e.g., awards night, student planners, Council, etc.) 3. Improving school climate/culture using CoVitality data to inform staff's response to identified needs and <ol style="list-style-type: none"> a. Increasing student participation from the Fall 2023 baseline of the biannual CoVitality Survey b. Implementing a tiered response to CoVitality data, including ensuring students participate in CoVitality lessons in a group setting. 4. Implementing a leadership team to support systems development and progress monitor implementation and effectiveness 	\$124,506.00	Yes
1.2	Tiered Support Procedures	To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will address	\$32,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>underlying behavioral (attendance) and social-emotional (student screener) needs. In 24-25 YCCPCS will:</p> <ol style="list-style-type: none"> 1. implement a procedure for the early identification and matching of academic and social-emotional supports using the YCCPCS MTSS Framework and 2. increase onsite support 3. review, revise, and implement the Student Success Team process 		
1.3	College/Career Pathway Procedures & Supports	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing graduation and college-career readiness rates, YCCPCS will articulate and implement college/career pathway procedures and develop support systems, including</p> <ol style="list-style-type: none"> 1. completing graduation plans 2. promoting attendance at college/career exploration activities (field trips, job shadow day, job fairs, etc.) 3. increasing student/family engagement and connectedness with community agencies/partners by <ul style="list-style-type: none"> • FAFSA awareness training (during family events, Parent Square, etc.) • Early identification of students for dual enrollment and supporting students through dual enrollment • Articulation CTE Capstone courses and others as time permits 4. awareness of and support for student mental health and wellness, including drug abuse, throughout this process 	\$157,182.00	Yes
1.4	Additional Resources & Staffing	<p>Maintain adequate resources and staffing to provide a multi-tiered system of support (e.g., tutors, PBIS), including social, emotional, and mental health coaching and referrals.</p>	\$403,163.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educators' capacity to support all students in engagement, learning, and achievement.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>WHAT YCCPCS PLANS TO ACHIEVE</p> <p>In alignment with the WASC Mid-Cycle Review, the WASC Committee, including staff and educational partners, the ongoing need to increase educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to guide instruction. Including differentiated instruction, accommodations, and modifications when appropriate with clear and consistent protocols for supporting students in their learning.</p> <p>EXPECTED OUTCOMES</p> <p>In addition to meeting basic needs, YCCPCS will strive to see increases in staff implementation of professional learning and local assessment proficiency, which will over time, impact statewide assessment scores. In addition, staff strive to decrease chronic absenteeism and dropout rates.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of teachers are appropriately assigned and credentialed.			100% of teachers are appropriately assigned and credentialed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State standards implementation EL access to State and ELD standards (avg 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool	Spring 2024: 4.3 points on a 5-point scale			On a 5-point self-reflection tool maintain at least a 4 (80%).	
2.3	% of students proficient on CAASPP ELA % of students proficient on CAASPP math Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 ELA: 15% Overall and Low Income 0% Disabilities; 21% White; 18% Hispanic Math: 2% Overall and Low Income 0% Disabilities; 5% White; 0% Hispanic			Overall ELA: At least 30% proficient Overall math: At least 10% proficient Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
2.4	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: CA Dashboard ELPI & DataQuest	Spring 2023 There are too few to report publicly.			>50% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th gr test results	Spring 2023 Conditionally Ready/Ready ELA: 17% Conditionally Ready/Ready math: 0%			>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments do not apply to DASS schools	
2.6	Chronic absentee % Priority 5b Source: SIS/DataQuest	Spring 2023 Overall: 28% Student Groups Low Income: 30% Disabilities: 26% Hispanic: 25% White: 32%			<15% chronic absenteeism Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
2.7	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	2022-2023 Middle School Overall: 0% -5%) High School Overall: 13% (-7%) Low income: 14% (-8%) Disabilities: 0% (-16%) Hispanic: 11% (-9%)			Overall Middle school dropout 0% Maintain high school dropout <15 % Student Groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 16% (-9%)			Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
2.8	Suspension/Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 suspensions/expulsions			Maintain > 1% suspension rate and 0% expulsion rate	
2.9	Credit Completion Priority 8 Source: SIS Query/ Report	Fall 23 Average 24.17			Overall: Students will complete a minimum of 25 HS credits on average each semester	
2.10	Annual staff PD survey results Priority 8 Source: Locally tracked	100% of teachers surveyed to determine their professional learning needs.			100% of teachers will be surveyed to determine their professional learning needs.	
2.11	% of students making one year's growth on the local assessment in ELA and Math Priority 8 Source: Locally tracked online platform	2023-2024 Baseline year Spring 2024 the data incomplete to show one year of growth. As of Spring 2024 in ELA (reading) 57.2 % have shown growth and in Math 60.2% students have shown growth			Overall Reading: At least 60% making one year's growth in ELA Overall Math: At least 40% making one year's growth in Math Student Groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low income: within 5% of overall Disabilities: within 10% of overall Hispanic: within 5% of overall White: within 5% of overall	
2.12	% professional development attendance & implementation Priority 8 Source: Locally Tracked	2023-2024 100% trained 82% of certificated staff implementing 66% of classified staff implementing, as applicable to each position			100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Professional Learning	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will provide whole group structured staff professional learning</p> <ol style="list-style-type: none"> 1. PLC time to support continuous improvement 2. using research/evidence-based instructional and SEL practices (e.g., PBIS, CoVitality) 3. pedagogy/ instruction focusing on practices specific to alternative education, independent study, and CTE 4. ongoing staff development (Mondays) of a Multi-Tiered System of Support 	\$459,000.00	Yes
2.2	Continuous Improvement	<p>Support continuous improvement efforts by</p> <ol style="list-style-type: none"> 1. monitoring professional learning needs and implementation 2. monitoring goal and action implementation and effectiveness 3. monitoring student outcomes and other program data 4. looking to other models/programs to determine how practices are implemented 	\$32,002.00	Yes

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
\$\$806,742	\$

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
30.427%	2.965%	\$78,050.00	33.392%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Systems to Support Student & Family Engagement & Connectedness</p> <p>Need: YCP serves students and families disenfranchised by the traditional school system. Re-engaging these families can be complicated and time-consuming, as additional resources and varied strategies may</p>	YCP staff will focus on developing and implementing systems that engage/re-engage students and their families in short—and long-term educational goals. This work will include implementing onboarding and orientation procedures, refining and improving existing events and support tools, gathering more effective student SEL data, and implementing support in response to student data. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation rate and college/career readiness, including grad plans and college courses

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>need to be employed to 'hook' them based on individual barriers affecting them.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Tiered Support Procedures</p> <p>Need: YCCPCS serves an at-promise population comprised mainly of students classified as low-income. By definition of a DASS school, these students enroll at YCCPCS credit deficient, work significantly below grade level, and need additional tiered support to 'catch up' and graduate on time.</p> <p>Scope: LEA-wide</p>	<p>Students attending YCCPCS have become disenfranchised by the traditional education system. As staff work to build trusting relationships with families and students, they must also establish a high bar for perseverance and long-term success. Staff will attend the MTSS Conference and develop the support system students and families need to attain long-term goals, including increases in academic achievement leading to graduation. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.</p>	<p>Graduation and dropout rates, attendance rate, CoVitality results</p>
1.3	<p>Action: College/Career Pathway Procedures & Supports</p> <p>Need: YCCPCS serves an at-promise population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support to prepare for post-secondary transitions.</p>	<p>These actions allow disenfranchised students to reengage with their academic careers, explore areas of personal interest, receive wraparound support, and develop skills that allow them to be employed after graduation. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.</p>	<p>Graduation plans, graduation rate, CTE completion rate</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>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Additional Resources & Staffing</p> <p>Need: YCCPCS serves an at-risk population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support staff and resources to graduate on time.</p> <p>Scope: LEA-wide</p>	<p>YCP provides additional staff and resources to support family engagement and achievement efforts, including improved attendance and tutoring support and adding one additional IS teacher to reduce student/teacher ratios. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.</p>	<p>Graduation rate, CoVitality results, attendance rates</p>
<p>2.1</p>	<p>Action: Staff Professional Learning</p> <p>Need: Based on the DASS population served YCP staff need additional professional development and protected collaborative time to identify and address achievement and SEL needs at both the systems and individual levels. While YCP strives to affect change for its largest student group, low-income students, this work will benefit all students.</p> <p>Scope: LEA-wide</p>	<p>YCP will provide protected time for teacher professional development and collaboration, including focused work in continuous improvement, professional learning communities, understanding the YCP multi-tiered support system, and using evidence and research-based strategies for supporting this population in an independent study setting. While we strive to implement evidence-based practices, such practices are not well-defined for DASS and independent study models. Research practices might be implemented where sufficient research and/or suggested data support effectiveness. While YCP strives to increase and improve services for low-income students, all students will benefit from this work.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Continuous Improvement</p> <p>Need: Because each student enrolled at YCP has their own unique barriers and challenges to successfully completing their course of study, YCP staff must have access to and use student data to identify and address student needs, but also the implementation and effectiveness of strategies used to do so.</p> <p>Scope: LEA-wide</p>	<p>YCP will implement a procedure for reviewing and evaluating the implementation and effectiveness of goals and actions based on periodic updates of outcome data. YCP staff will visit similar IS and/or DASS school models to identify areas for improvement in the educational program. While YCP strives to increase and improve services for low-income students, all students will benefit from this work.</p>	<p>PD survey satisfaction and implementation results; state and local assessment and credit completion results</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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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.

This prompt is not applicable to YCCPCS.

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

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 %)
Totals	\$2,651,427	\$806,742	30.427%	2.965%	33.392%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$954,731.00	\$76,589.00		\$177,328.00	\$1,208,648.00	\$1,158,482.00	\$50,166.00

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
1	1.1	Systems to Support Student & Family Engagement & Connectedness	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	\$98,061.00	\$26,445.00	\$109,754.00	\$11,900.00		\$2,852.00	\$124,506.00
1	1.2	Tiered Support Procedures	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	\$26,074.00	\$6,721.00	\$26,906.00	\$5,071.00		\$818.00	\$32,795.00
1	1.3	College/Career Pathway Procedures & Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$150,182.00	\$7,000.00	\$32,076.00	\$11,588.00		\$113,518.00	\$157,182.00
1	1.4	Additional Resources & Staffing	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$399,163.00	\$4,000.00	\$294,993.00	\$48,030.00		\$60,140.00	\$403,163.00
2	2.1	Staff Professional Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$459,000.00	\$0.00	\$459,000.00				\$459,000.00
2	2.2	Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$26,002.00	\$6,000.00	\$32,002.00				\$32,002.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,651,427	\$806,742	30.427%	2.965%	33.392%	\$954,731.00	0.000%	36.008 %	Total:	\$954,731.00
								LEA-wide Total:	\$954,731.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Systems to Support Student & Family Engagement & Connectedness	Yes	LEA-wide	Low Income	All Schools	\$109,754.00	
1	1.2	Tiered Support Procedures	Yes	LEA-wide	Low Income	All Schools	\$26,906.00	
1	1.3	College/Career Pathway Procedures & Supports	Yes	LEA-wide	Low Income	All Schools	\$32,076.00	
1	1.4	Additional Resources & Staffing	Yes	LEA-wide	Low Income	All Schools	\$294,993.00	
2	2.1	Staff Professional Learning	Yes	LEA-wide	Low Income	All Schools	\$459,000.00	
2	2.2	Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	\$32,002.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$786,046.00	\$892,970.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Parent Engagement/Support	Yes	16353	20461
1	1.2	Multi-Tiered Systems of Support/PBIS	Yes	22122	28876
1	1.3	College and Career paths	Yes	86242	91186
1	1.4	Prevention Specialist	Yes	32122	24475
1	1.5	"Boot Camps" (Tutoring)	Yes	32884	37746
1	1.6	Math Class/IS support	Yes	24858	25213
1	1.7	Fieldtrips/Job Shadowing	Yes	12000	19626
1	1.8	Continuous Improvement	Yes	30000	30000
2	2.1	Curriculum Training	No	26263	45062
2	2.2	Curriculum Update/Upgrade	Yes	78790	105145

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	2.3	Instructional Staff Training	Yes	59221	82531
2	2.4	Ren/STAR	No		
3	3.1	On-Site social/emotional support	Yes	35396	39160
3	3.2	Connection to Counseling	Yes	3000	0
3	3.3	Staff Training	Yes	144301	181569
3	3.4	School Based Counseling Services	Yes	32400	32400
3	3.5	iDrop-In	Yes	34794	35875
3	3.6	Student Self-Report SEL Survey	Yes	15300	15300
3	3.7	PPS School Counselor	No	100000	78345

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)
\$780,492	\$538,850.00	\$702,442.00	(\$163,592.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Parent Engagement/Support	Yes	\$16,353	\$20,461		
1	1.2	Multi-Tiered Systems of Support/PBIS	Yes	\$22,122	\$28,876		
1	1.3	College and Career paths	Yes	\$19,698	\$91,186		
1	1.4	Prevention Specialist	Yes	\$32,122	\$24,475		
1	1.5	"Boot Camps" (Tutoring)	Yes	\$6,577	\$7,549		
1	1.6	Math Class/IS support	Yes	\$24,858	\$25,213		
1	1.7	Fieldtrips/Job Shadowing	Yes	\$12,000	\$19,626		
1	1.8	Continuous Improvement	Yes	\$30,000	\$30,000		
2	2.2	Curriculum Update/Upgrade	Yes	\$70,910	\$94,631		
2	2.3	Instructional Staff Training	Yes	\$53,449	\$74,278		
3	3.1	On-Site social/emotional support	Yes	\$35,396	\$39,160		
3	3.2	Connection to Counseling	Yes	\$3,000	0		

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	3.3	Staff Training	Yes	\$129,871	\$163,412		
3	3.4	School Based Counseling Services	Yes	\$32,400	\$32,400		
3	3.5	iDrop-In	Yes	\$34,794	\$35,875		
3	3.6	Student Self-Report SEL Survey	Yes	\$15,300	\$15,300		

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)
\$2,631,996	\$780,492	0	29.654%	\$702,442.00	0.000%	26.689%	\$78,050.00	2.965%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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:

- 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 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.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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:
 - 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 provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Yuba County Career Preparatory Charter School
CDS Code:	58105875830112
LEA Contact Information:	Name: Cynthia A. Soares, MS Position: Director Email: cynthia.soares@yubacharterschool.org Phone: 530-749-4000
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount
Total LCFF Funds	\$3525794
LCFF Supplemental & Concentration Grants This should match 2024-25 Total Expenditures Table cell #2 (\$806,742)	\$806,742
All Other State Funds	\$327,535
All Local Funds	\$74,642
All federal funds	\$81,344
Total Projected Revenue	\$4,009,315

Total Budgeted Expenditures for the 2024-25 School Year	Amount
Total Budgeted General Fund Expenditures	\$3,923,018
Total Budgeted Expenditures in the LCAP This should match 2024-25 Total Expenditures Table "Total Funds" cell (\$1,208,648.00)	\$1,208,648
Total Budgeted Expenditures for High Needs Students in the LCAP This should match 2024-25 Contributing Actions Table cell #4 (\$954,731.00)	\$954,731
Expenditures not in the LCAP	\$2,714,370

Expenditures for High Needs Students in the 2023-24 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP This should match 2023-24 Contributing Actions Annual Update Table cell #4 (\$538,850.00)	\$538,850
Actual Expenditures for High Needs Students in LCAP This should match 2023-24 Contributing Actions Annual Update Table cell #7 (\$702,442.00)	\$702,442

Funds for High Needs Students	Amount
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$147,989
2023-24 Difference in Budgeted and Actual Expenditures	\$163,592

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Salary and benefits for staff that are not tied to that specific goal are not included in the LCAP. Operating costs of school site, such as utilities, insurance, etc. and instructional materials, supplies and costs of oversight and

	administration costs paid to the county office outlined in an MOU are also not included in the LCAP.
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba County Career Preparatory Charter School

CDS Code: 58105875830112

School Year: 2024-25

LEA contact information:

Cynthia A. Soares, MS

Director

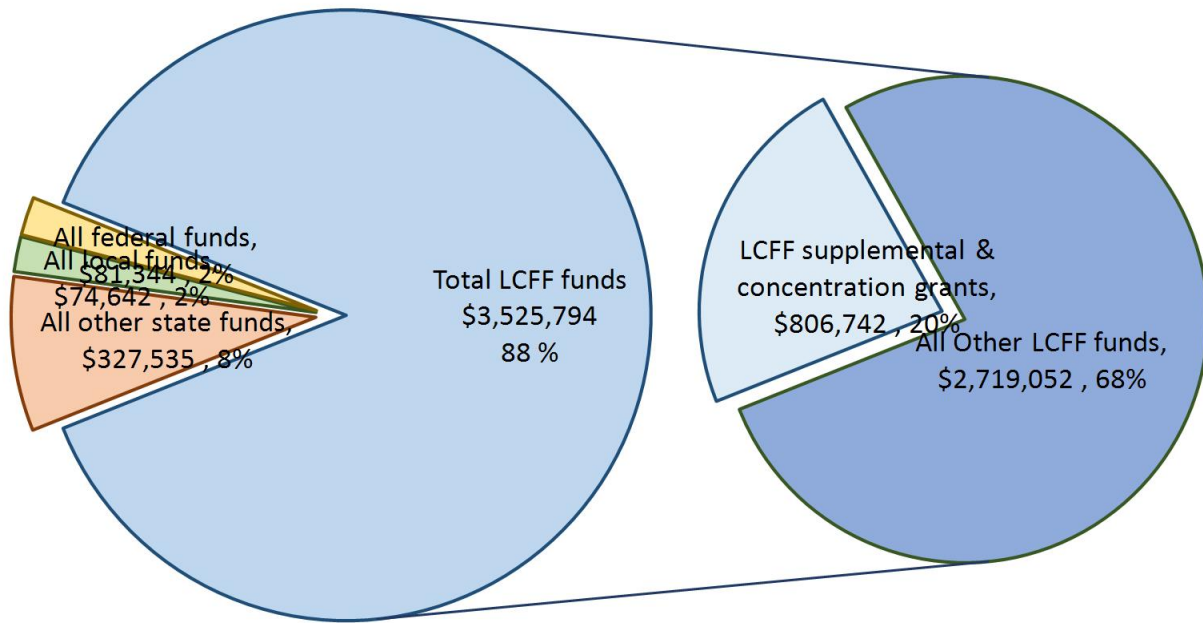
cynthia.soares@yubacharterschool.org

530-749-4000

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

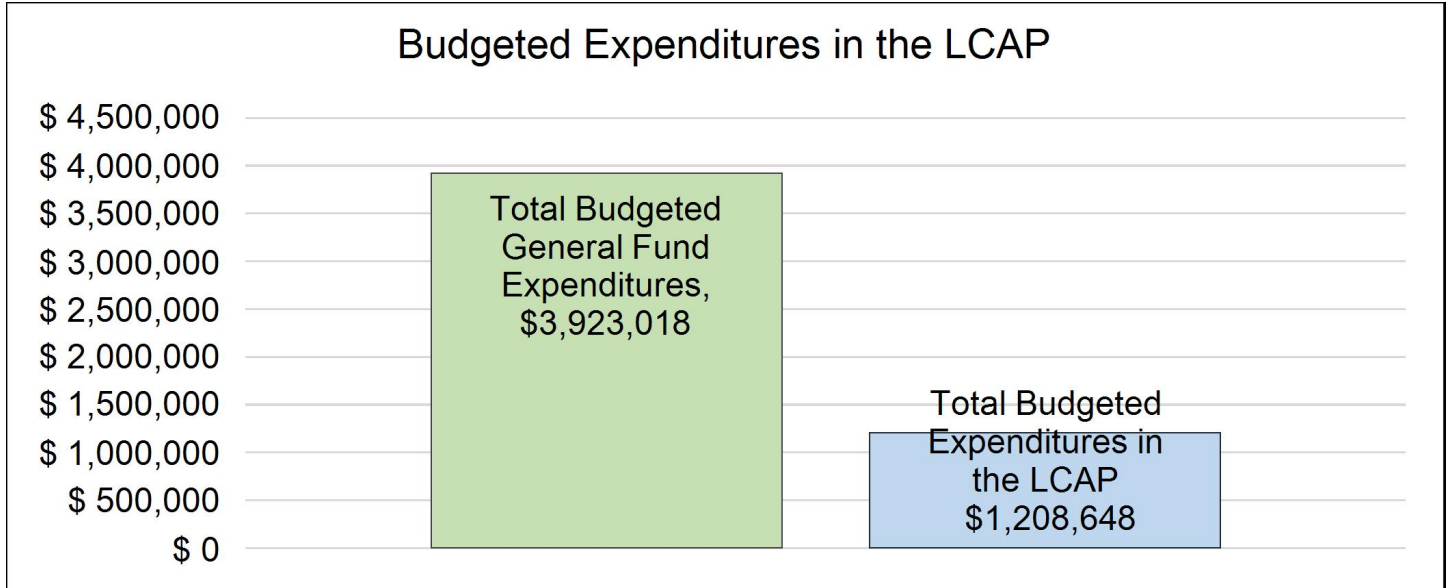


This chart shows the total general purpose revenue Yuba County Career Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba County Career Preparatory Charter School is \$4,009,315, of which \$3525794 is Local Control Funding Formula (LCFF), \$327,535 is other state funds, \$74,642 is local funds, and \$81,344 is federal funds. Of the \$3525794 in LCFF Funds, \$806,742 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 Yuba County Career Preparatory Charter School 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: Yuba County Career Preparatory Charter School plans to spend \$3,923,018 for the 2024-25 school year. Of that amount, \$1,208,648 is tied to actions/services in the LCAP and \$2,714,370 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

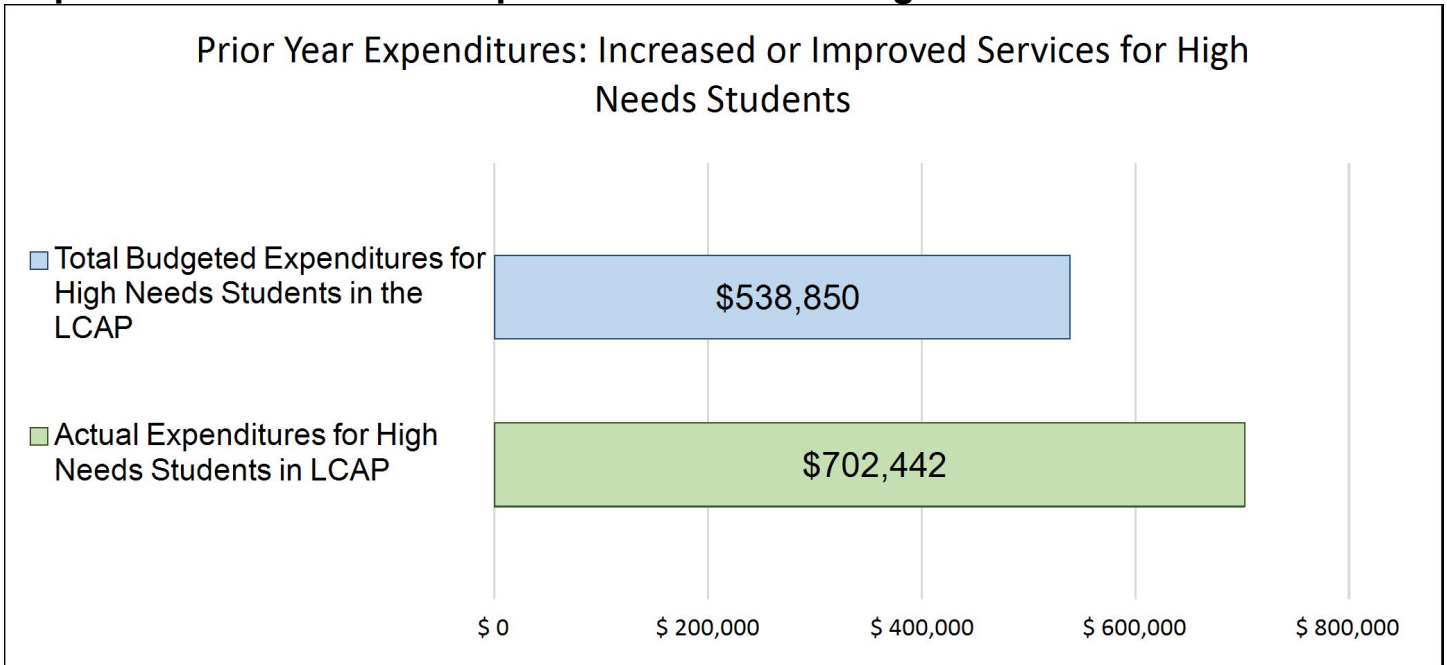
Salary and benefits for staff that are not tied to that specific goal are not included in the LCAP. Operating costs of school site, such as utilities, insurance, etc. and instructional materials, supplies and costs of oversight and administration costs paid to the county office outlined in an MOU are also not included in the LCAP.

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

In 2024-25, Yuba County Career Preparatory Charter School is projecting it will receive \$806,742 based on the enrollment of foster youth, English learner, and low-income students. Yuba County Career Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba County Career Preparatory Charter School plans to spend \$954,731 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 Yuba County Career Preparatory Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yuba County Career Preparatory Charter School 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, Yuba County Career Preparatory Charter School's LCAP budgeted \$538,850 for planned actions to increase or improve services for high needs students. Yuba County Career Preparatory Charter School actually spent \$702,442 for actions to increase or improve services for high needs students in 2023-24.



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
Yuba County Career Preparatory Charter School	Cynthia A. Soares, MS Director	cynthia.soares@yubacharterschool.org 530-749-4000

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.

Yuba County Career Preparatory Charter School (YCCPCS) is a charter school with the Dashboard Alternative School Status (DASS) or alternative school designation. We came into existence in July 1995 to meet the needs of students who were not successfully completing other local school programs, including grade school. YCCPCS started with a strong vocational focus, with several Career Technical Education (CTE) programs to help motivate students to complete their education. This filled a need in Yuba County that had not been addressed before our inception.

Many of our students have not experienced success in traditional school settings. They come to us for a variety of reasons: the flexible schedule offered, our specialized vocational opportunity with CTE onsite training, small class size, and hands-on learning, and some are

attracted to the idea of faster credit acquisition, allowing them to catch up because they are credit deficient or are interested in early graduation. Greater than 76% of our students are at-promise, as they may have absentee problems, emotional distress or behavioral issues, teen parenting, other socio-economic issues, health issues, and some have experienced or are currently experiencing unpredictable and traumatic life conditions, which include absentee parent(s), emotional, physical, and sexual abuse, neglect, and mental illness. Often, the traumatic narratives of the personal lives of students are revealed to staff when staff members are responding to student behaviors (acting out, lack of progress, etc.). Some are homeless or foster children.

YCCPCS strives to create a safe environment for all our students. Historically, a significant amount of teacher, administrative, and staff effort has been spent counseling students, de-escalating behaviors, and interacting with them to get to know and guide them. Staff frequently collaborate about the needs of the students, trying to understand how best to support them. IS provides individualized pacing and one-on-one meetings with a Supervising Teacher. Students can concentrate on credit recovery based on their needs and choose which CTE class to explore. YCCPCS offers "Cohort" IS. This is a program where we have two or three teachers in a classroom, each teacher having up to five students at one time. Cohort IS meetings are three hours, including one hour of direct instruction and two hours for students to work on their school work, meet with other students, and meet with their Supervising Teacher.

YCCPCS does not receive Equity Multiplier funding but is using the LCAP to meet planning requirements for Comprehensive Support & Improvement (CSI).

Reflections: Annual Performance

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

CAASPP ELA

YCCPCS maintained its overall percentage of students meeting or exceeding state standards in ELA between the spring of 2018 (16%) and the spring of 2023 (15%). There was a slight increase in 2022. Similarly, the number of students nearing standards increased from 26% in the spring of 2018 to 29% by the spring of 2023. There was a significant gain in 2022. The distance from standard doubled between 2022 (-52 points) and 2023 (-101 points). Student group data, except for students with disabilities, is similar. This student group is more than 200 points from standard, whereas other groups average approximately 100 points from standard.

CAASPP ELA Participation Rates

2023 participation rates hover at approximately 96% overall, with the following student groups falling at or below the required 95%:

79% of students with disabilities

0% Foster youth (1 student)

78% Homeless

CAASPP MATH

YCCPCS maintained its overall percentage of students meeting or exceeding standards in math between the spring of 2019 (1%) and spring of 2023 (2%). There was a decrease in the percentage of students nearing standards (14% to 5%). All student groups maintained a

proficiency rate of less than or equal to 5%. Students with disabilities are not experiencing success in mathematics (0% nearing, meeting or exceeding standards). The distance from standard is significantly greater than that of other student groups (-248 points).

CAASPP Math Participation Rates

2023 participation rates are 96% overall, with the following student groups falling at or below the required 95%:

79% of students with disabilities

0% Foster youth (1 student)

78% Homeless

YCCPCS staff are working on solutions such as a foundational math class for high school and grades 6-8, adding drop-in tutoring in the morning and afternoon, and tutoring with a paraeducator by appointment.

A review of Fall 2023 local assessment data indicates higher participation rates schoolwide. Staff are working to increase student and family engagement and develop solutions to apply similar strategies to increase state assessment participation rates.

COLLEGE-CAREER READINESS

The percentage of students Prepared or Approaching Prepared for college increased in most groups between 2020 and 2023. Students with disabilities are consistently the least prepared for college.

GRADUATION & DROPOUT RATES

A shift from a one-year graduation rate to a 4/5 year graduation rate required the establishment of a new baseline in 2023. Overall, students and all student groups graduated at a rate of 60-68% in 2022 but decreased by student groups from 20-40% in 2023. Students with disabilities are not experiencing success with graduation in 2023. YCCPCS will continue to track the previous DASS graduation calculation based on a one-year cohort rate as an alternate measure of success for WASC accreditation and charter renewal. This rate is much higher and best reflects the annual work of YCCPCS staff.

9-12 dropout rates have increased overall and across most student groups. Annually, YCCPCS has an average of one middle school dropout (approximately 5%). Middle school dropouts are most often those classified as low-income or students with disabilities. They generally identify as White.

ATTENDANCE RATE

YCCPCS maintains an attendance rate of just under 90% for overall students and student groups. Chronic absenteeism is very high but also consistent across student groups and academic years at approximately 25-30% (CALPADS certified). The CA Dashboard K-8 Chronic Absenteeism Rate is comparable for students identifying as White. The chronic absenteeism rate for students identifying as Hispanic decreased nearly 25% from 2022 to 2023.

SUSPENSION RATE

By focusing efforts on staff professional development, implementing a tiered support system, and engaging programs and services that address individual student needs, YCCPCS can maintain a suspension rate of less than 3% with no expulsions.

SCHOOL CLIMATE

YCCPCS sets a high bar for 85% satisfaction on annual climate surveys. The school made significant strides toward this goal with a 22-23 satisfaction rate of 80%. Students indicate they feel safer and more connected to school.

2023 CA DASHBOARD STATE INDICATORS (REQUIRED TO REMAIN UNCHANGED)

Overall

YCCPCS received a red performance level in graduation rate, ELA, and math. It had a college/career status of 'Very Low.'

Student Groups

YCCPCS received a red performance level for low-income students in the following indicators: ELA, graduation rate, and college/career. Too few students were reported in math to generate student group performance colors.

NEXT STEPS

YCCPCS will

1. Build on recognition and reinforcements for positive behaviors established in Fall 2023
2. Continue building educator efficacy to support all students' engagement, learning, and achievement
3. Increase resources to support mental health and wellness
4. Use data to inform instruction and decision-making and engage all staff in cycles of continuous improvement.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

YCCPCS is identified for Comprehensive Support and Improvement- Grad Rate.

Support for Identified Schools

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

Based on CSI allowable items identified in ESSA, Section 1003, YCCPCS developed a plan to support CSI strategies and activities directly (e.g., capacity building and plan development and implementation), including collaboration with education partners, conducting needs

assessments and root cause analysis, identification/development of evidence-based interventions, strategies, and activities; using data to develop, implement, monitor, and evaluate improvement efforts, reviewing/identifying resource inequities, which may include a review of the school budgets. Beginning 2024-2025, YCCPCS site plans (LCAP, WASC, and the Charter) are aligned to focus staff efforts on continuous improvement based on identified needs. The Yuba County Office of Education (YCOE) Superintendent and Deputy Superintendent provide direct supervision over the school and support or delegate support of CSI Plan implementation to the Director of Curriculum and Instruction and or other support positions.

Monitoring and Evaluating Effectiveness

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

YCOE/ YCCPCS recently established a system to track state and local data, regardless of student group 'n-size,' and is establishing a system to track and monitor site plan implementation and effectiveness. YCCPCS uses multiple data sources, including an annual needs assessment, to drive decision-making and plan refinement. This supports actions tied to key DASS indicators, such as increasing graduation and attendance rates and decreasing dropout rates. Student achievement data continues to be an area of focus.

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
ADMINISTRATION/COUNCIL & BOARD	<ol style="list-style-type: none"> 1. The Director gathers and reports data annually to the Board, including, at a minimum, CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Director prepares Advisory Council updates. These updates include continuous improvement, professional development efforts, compliance, financial, and legal updates. 3. The Advisory Committee reviews existing LCAP goals each spring. The Committee provides input on proposed goals and actions. 4. A public hearing on the proposed LCAP and budget is held during the regularly scheduled May Board meeting. The public is allowed to comment. The LCAP and budget are adopted at a subsequent June Board meeting. 5. YCCPCS administration meets regularly with the YCOE Superintendent, who provides program input.
TEACHERS	<ol style="list-style-type: none"> 1. Teacher input is elicited through annual climate and professional development surveys. 2. Teachers provide feedback during weekly staff meetings 3. Teachers provide input during WASC Committee and Advisory Council meetings.
OTHER STAFF	Based on the small number of staff at YCCPCS, input is solicited from Other Staff in the same manner as listed for Teachers.
PARENTS	<ol style="list-style-type: none"> 1. Parent input is solicited through Parent Voices meetings and in an annual parent survey.

Educational Partner(s)	Process for Engagement
	2. Parents participate on the WASC Committee and Advisory Committee. 3. Parent feedback is received during regularly scheduled independent study meetings and via email/ Parent Square.
STUDENTS	1. Student input is solicited through Student Voices meetings and surveys. 2. Students participate in the WASC Committee and Advisory Committee. 3. A bi-annual climate survey is administered to all grades 6 -12 students. 4. An annual student engagement survey is administered to 3-12 grade students.
EDUCATIONAL PARTNERS	Educational partner input is actively solicited throughout the year via various channels such as surveys, social media, all-calls, emails, texting, orientations, site meetings, Advisory Committee, and collaboration with YCOE, our authorizer.

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

The following priorities were elicited from educational partners and incorporated into the 24-25 LCAP.

1. The 2023 Parent Survey received less than 10% participation. However, participating parents indicated their students are suffering less from trauma. They also indicated ongoing mental health and wellness supports are a priority. Other priorities include credit recovery and academic support for students working at home.
2. Staff priorities include support for social-emotional skill development and increased staff engagement with families.
3. YCCPCS student data indicates they need support building the skills necessary to be persistent and live an engaged life.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and to students' college/career pathway.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT YCCPCS PLANS TO ACHIEVE
 In alignment with the WASC Mid-Cycle Review process and based on a review of multiple years of low achievement, climate, and engagement data, committee members, including staff and educational partners, identified the need to build on recognition and reinforcements for positive behaviors established in Spring 2024, including building staff capacity to implement effective practices that support educational partners as decision-makers, improve school climate and culture, and increase communication and access to resources, tools, and events. Additionally, staff will fully implement the YCCPCS MTSS Tiered System of Support, including home visits, increased direct instruction and intervention lessons, tutoring groups, and counseling and field trip participation to address identified needs.

YCCPCS will also increase resources to support mental health and wellness, including revising the SST process and providing students with a food bank, food distribution, and volunteer opportunities; building capacity for early identification of needs and support, earlier intervention, wrap-around services with an onsite counselor, and administering the CoVitality Survey, completing the Community of Practice and further implementing change ideas and seeking further community involvement in planning and implementation (e.g., via Community Schools Grant implementation).

EXPECTED OUTCOMES
 Staff will track and monitor implementation and effectiveness, including increasing and tracking onsite tutoring and field trip participation. As a result of meeting basic needs and effective implementation, YCCPCS strives to increase the number of students completing college courses and CTE Pathways, as well as grad rates and attendance rates. By implementing the MTSS System of Support, YCCPCS will see more students responding positively to the climate screener.

YCOE and the WASC Visiting Committee have endorsed this plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home			100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	
1.2	Annual parent input satisfaction/participation Parent participation Priority 3a/3b Source: Local Surveys & Tracking	2023-2024 93% of parents responded they are satisfied with YCCPCS. Less than 10% of parents participated in the survey. YCCPCS strives to maintain positive survey response rates of at least 85%.			85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.	
1.3	Annual Facility Inspection Priority 1c Source: Facility Inspection Tool (FIT)	2023-2024 0 instances			0 instances where facilities do not meet at least "good repair"	
1.4	% completion a-g requirements	2022-2023			Overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% CTE Completers % of students completing a-g and at least one Pathway Priority 4b-4d Source: CALPADS/SIS	UC/CSU: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0 CTE: 20.6% Low income: 21% Disabilities: 33% Hispanic: 29.2% White: 14.3% UC/CSU and Pathway: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0			>0% of students will complete a-g requirements >25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
1.5	Attendance % Priority 5a Source: SIS/DataQuest	Spring 2023 (K-12) Overall: 89% Low income: 88% Disabilities: 90% Hispanic: 90% White: 87%			Overall At least a 90% attendance rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
1.6	4/5-year graduation rate	Spring 2023			Overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5e Source: CA Dashboard	Overall: 37% (new baseline 4/5 year) Student Groups Low income: 37% Disabilities: 17% Hispanic: 29% White: 43%			Maintain a target 4/5-year graduation rate of >75%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall	
1.7	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of enrolled students have access to a broad course of study.			Overall 100% of enrolled students will have access to a broad course of study.	
1.8	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS			100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students as measured by the UCP.			measured by the UCP.	
1.9	Climate Screener Priority 6c Source: Locally Tracked CoVitality	Fall 2023 Baseline 58% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.			Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	
1.10	1-year cohort grad rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 81% Low income: 79% Disabilities: 94% Hispanic: 88% White: 77%			Overall Maintain a target 1-year graduation/ equivalency rate of >80%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall	
1.11	Number of students completing college courses	Fall 2023 2 Concurrent 0 Dual Enrollment			>30 students successfully completing	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8 Source: SIS Query/ Report	12 Articulated courses Student Groups Low income: 93% Disabilities: 21% Hispanic: 71% White: 21%			Concurrent Enrollment, Dual Enrollment, or articulated courses Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
1.12	% of high school students completing grad plans Priority 8 Source: SIS (Academic Planner) locally tracked	2023/2024 school year 91% of first year students completed a grad plan.			100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Systems to Support Student & Family Engagement & Connectedness	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing graduation and college-career readiness rates, YCCPCS will use the next three years to develop and implement local procedures that build and support a strong foundation for academic engagement and school connectedness. In 24-25, this work will include:</p> <ol style="list-style-type: none"> 1. Developing enrollment/orientation procedures to onboard and train staff by 25-26. 2. Refining and improving family events, tools/resources, and decision-making processes implemented in the last LCAP cycle (e.g., awards night, student planners, Council, etc.) 3. Improving school climate/culture using CoVitality data to inform staff's response to identified needs and <ol style="list-style-type: none"> a. Increasing student participation from the Fall 2023 baseline of the biannual CoVitality Survey b. Implementing a tiered response to CoVitality data, including ensuring students participate in CoVitality lessons in a group setting. 4. Implementing a leadership team to support systems development and progress monitor implementation and effectiveness 	\$124,506.00	Yes
1.2	Tiered Support Procedures	To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will address	\$32,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>underlying behavioral (attendance) and social-emotional (student screener) needs. In 24-25 YCCPCS will:</p> <ol style="list-style-type: none"> 1. implement a procedure for the early identification and matching of academic and social-emotional supports using the YCCPCS MTSS Framework and 2. increase onsite support 3. review, revise, and implement the Student Success Team process 		
1.3	College/Career Pathway Procedures & Supports	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing graduation and college-career readiness rates, YCCPCS will articulate and implement college/career pathway procedures and develop support systems, including</p> <ol style="list-style-type: none"> 1. completing graduation plans 2. promoting attendance at college/career exploration activities (field trips, job shadow day, job fairs, etc.) 3. increasing student/family engagement and connectedness with community agencies/partners by <ul style="list-style-type: none"> • FAFSA awareness training (during family events, Parent Square, etc.) • Early identification of students for dual enrollment and supporting students through dual enrollment • Articulation CTE Capstone courses and others as time permits 4. awareness of and support for student mental health and wellness, including drug abuse, throughout this process 	\$157,182.00	Yes
1.4	Additional Resources & Staffing	<p>Maintain adequate resources and staffing to provide a multi-tiered system of support (e.g., tutors, PBIS), including social, emotional, and mental health coaching and referrals.</p>	\$403,163.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educators' capacity to support all students in engagement, learning, and achievement.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>WHAT YCCPCS PLANS TO ACHIEVE</p> <p>In alignment with the WASC Mid-Cycle Review, the WASC Committee, including staff and educational partners, the ongoing need to increase educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to guide instruction. Including differentiated instruction, accommodations, and modifications when appropriate with clear and consistent protocols for supporting students in their learning.</p> <p>EXPECTED OUTCOMES</p> <p>In addition to meeting basic needs, YCCPCS will strive to see increases in staff implementation of professional learning and local assessment proficiency, which will over time, impact statewide assessment scores. In addition, staff strive to decrease chronic absenteeism and dropout rates.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of teachers are appropriately assigned and credentialed.			100% of teachers are appropriately assigned and credentialed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State standards implementation EL access to State and ELD standards (avg 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool	Spring 2024: 4.3 points on a 5-point scale			On a 5-point self-reflection tool maintain at least a 4 (80%).	
2.3	% of students proficient on CAASPP ELA % of students proficient on CAASPP math Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 ELA: 15% Overall and Low Income 0% Disabilities; 21% White; 18% Hispanic Math: 2% Overall and Low Income 0% Disabilities; 5% White; 0% Hispanic			Overall ELA: At least 30% proficient Overall math: At least 10% proficient Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
2.4	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: CA Dashboard ELPI & DataQuest	Spring 2023 There are too few to report publicly.			>50% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th gr test results	Spring 2023 Conditionally Ready/Ready ELA: 17% Conditionally Ready/Ready math: 0%			>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments do not apply to DASS schools	
2.6	Chronic absentee % Priority 5b Source: SIS/DataQuest	Spring 2023 Overall: 28% Student Groups Low Income: 30% Disabilities: 26% Hispanic: 25% White: 32%			<15% chronic absenteeism Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
2.7	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	2022-2023 Middle School Overall: 0% -5%) High School Overall: 13% (-7%) Low income: 14% (-8%) Disabilities: 0% (-16%) Hispanic: 11% (-9%)			Overall Middle school dropout 0% Maintain high school dropout <15 % Student Groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 16% (-9%)			Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
2.8	Suspension/Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 suspensions/expulsions			Maintain > 1% suspension rate and 0% expulsion rate	
2.9	Credit Completion Priority 8 Source: SIS Query/ Report	Fall 23 Average 24.17			Overall: Students will complete a minimum of 25 HS credits on average each semester	
2.10	Annual staff PD survey results Priority 8 Source: Locally tracked	100% of teachers surveyed to determine their professional learning needs.			100% of teachers will be surveyed to determine their professional learning needs.	
2.11	% of students making one year's growth on the local assessment in ELA and Math Priority 8 Source: Locally tracked online platform	2023-2024 Baseline year Spring 2024 the data incomplete to show one year of growth. As of Spring 2024 in ELA (reading) 57.2 % have shown growth and in Math 60.2% students have shown growth			Overall Reading: At least 60% making one year's growth in ELA Overall Math: At least 40% making one year's growth in Math Student Groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low income: within 5% of overall Disabilities: within 10% of overall Hispanic: within 5% of overall White: within 5% of overall	
2.12	% professional development attendance & implementation Priority 8 Source: Locally Tracked	2023-2024 100% trained 82% of certificated staff implementing 66% of classified staff implementing, as applicable to each position			100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.	

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Professional Learning	<p>To address Comprehensive Support and Improvement for low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will provide whole group structured staff professional learning</p> <ol style="list-style-type: none"> 1. PLC time to support continuous improvement 2. using research/evidence-based instructional and SEL practices (e.g., PBIS, CoVitality) 3. pedagogy/ instruction focusing on practices specific to alternative education, independent study, and CTE 4. ongoing staff development (Mondays) of a Multi-Tiered System of Support 	\$459,000.00	Yes
2.2	Continuous Improvement	<p>Support continuous improvement efforts by</p> <ol style="list-style-type: none"> 1. monitoring professional learning needs and implementation 2. monitoring goal and action implementation and effectiveness 3. monitoring student outcomes and other program data 4. looking to other models/programs to determine how practices are implemented 	\$32,002.00	Yes

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
\$\$806,742	\$

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
30.427%	2.965%	\$78,050.00	33.392%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Systems to Support Student & Family Engagement & Connectedness</p> <p>Need: YCP serves students and families disenfranchised by the traditional school system. Re-engaging these families can be complicated and time-consuming, as additional resources and varied strategies may</p>	YCP staff will focus on developing and implementing systems that engage/re-engage students and their families in short—and long-term educational goals. This work will include implementing onboarding and orientation procedures, refining and improving existing events and support tools, gathering more effective student SEL data, and implementing support in response to student data. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation rate and college/career readiness, including grad plans and college courses

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>need to be employed to 'hook' them based on individual barriers affecting them.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Tiered Support Procedures</p> <p>Need: YCCPCS serves an at-promise population comprised mainly of students classified as low-income. By definition of a DASS school, these students enroll at YCCPCS credit deficient, work significantly below grade level, and need additional tiered support to 'catch up' and graduate on time.</p> <p>Scope: LEA-wide</p>	<p>Students attending YCCPCS have become disenfranchised by the traditional education system. As staff work to build trusting relationships with families and students, they must also establish a high bar for perseverance and long-term success. Staff will attend the MTSS Conference and develop the support system students and families need to attain long-term goals, including increases in academic achievement leading to graduation. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.</p>	<p>Graduation and dropout rates, attendance rate, CoVitality results</p>
1.3	<p>Action: College/Career Pathway Procedures & Supports</p> <p>Need: YCCPCS serves an at-promise population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support to prepare for post-secondary transitions.</p>	<p>These actions allow disenfranchised students to reengage with their academic careers, explore areas of personal interest, receive wraparound support, and develop skills that allow them to be employed after graduation. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.</p>	<p>Graduation plans, graduation rate, CTE completion rate</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>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Additional Resources & Staffing</p> <p>Need: YCCPCS serves an at-risk population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support staff and resources to graduate on time.</p> <p>Scope: LEA-wide</p>	<p>YCP provides additional staff and resources to support family engagement and achievement efforts, including improved attendance and tutoring support and adding one additional IS teacher to reduce student/teacher ratios. While YCP strives to affect change for its largest student group, low-income students, all students will benefit from this work.</p>	<p>Graduation rate, CoVitality results, attendance rates</p>
<p>2.1</p>	<p>Action: Staff Professional Learning</p> <p>Need: Based on the DASS population served YCP staff need additional professional development and protected collaborative time to identify and address achievement and SEL needs at both the systems and individual levels. While YCP strives to affect change for its largest student group, low-income students, this work will benefit all students.</p> <p>Scope: LEA-wide</p>	<p>YCP will provide protected time for teacher professional development and collaboration, including focused work in continuous improvement, professional learning communities, understanding the YCP multi-tiered support system, and using evidence and research-based strategies for supporting this population in an independent study setting. While we strive to implement evidence-based practices, such practices are not well-defined for DASS and independent study models. Research practices might be implemented where sufficient research and/or suggested data support effectiveness. While YCP strives to increase and improve services for low-income students, all students will benefit from this work.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Continuous Improvement</p> <p>Need: Because each student enrolled at YCP has their own unique barriers and challenges to successfully completing their course of study, YCP staff must have access to and use student data to identify and address student needs, but also the implementation and effectiveness of strategies used to do so.</p> <p>Scope: LEA-wide</p>	YCP will implement a procedure for reviewing and evaluating the implementation and effectiveness of goals and actions based on periodic updates of outcome data. YCP staff will visit similar IS and/or DASS school models to identify areas for improvement in the educational program. While YCP strives to increase and improve services for low-income students, all students will benefit from this work.	PD survey satisfaction and implementation results; state and local assessment and credit completion results

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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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.

This prompt is not applicable to YCCPCS.

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

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 %)
Totals	\$2,651,427	\$806,742	30.427%	2.965%	33.392%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$954,731.00	\$76,589.00		\$177,328.00	\$1,208,648.00	\$1,158,482.00	\$50,166.00

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
1	1.1	Systems to Support Student & Family Engagement & Connectedness	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	\$98,061.00	\$26,445.00	\$109,754.00	\$11,900.00		\$2,852.00	\$124,506.00
1	1.2	Tiered Support Procedures	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	\$26,074.00	\$6,721.00	\$26,906.00	\$5,071.00		\$818.00	\$32,795.00
1	1.3	College/Career Pathway Procedures & Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$150,182.00	\$7,000.00	\$32,076.00	\$11,588.00		\$113,518.00	\$157,182.00
1	1.4	Additional Resources & Staffing	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$399,163.00	\$4,000.00	\$294,993.00	\$48,030.00		\$60,140.00	\$403,163.00
2	2.1	Staff Professional Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$459,000.00	\$0.00	\$459,000.00				\$459,000.00
2	2.2	Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$26,002.00	\$6,000.00	\$32,002.00				\$32,002.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,651,427	\$806,742	30.427%	2.965%	33.392%	\$954,731.00	0.000%	36.008 %	Total:	\$954,731.00
								LEA-wide Total:	\$954,731.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Systems to Support Student & Family Engagement & Connectedness	Yes	LEA-wide	Low Income	All Schools	\$109,754.00	
1	1.2	Tiered Support Procedures	Yes	LEA-wide	Low Income	All Schools	\$26,906.00	
1	1.3	College/Career Pathway Procedures & Supports	Yes	LEA-wide	Low Income	All Schools	\$32,076.00	
1	1.4	Additional Resources & Staffing	Yes	LEA-wide	Low Income	All Schools	\$294,993.00	
2	2.1	Staff Professional Learning	Yes	LEA-wide	Low Income	All Schools	\$459,000.00	
2	2.2	Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	\$32,002.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$786,046.00	\$892,970.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Parent Engagement/Support	Yes	16353	20461
1	1.2	Multi-Tiered Systems of Support/PBIS	Yes	22122	28876
1	1.3	College and Career paths	Yes	86242	91186
1	1.4	Prevention Specialist	Yes	32122	24475
1	1.5	"Boot Camps" (Tutoring)	Yes	32884	37746
1	1.6	Math Class/IS support	Yes	24858	25213
1	1.7	Fieldtrips/Job Shadowing	Yes	12000	19626
1	1.8	Continuous Improvement	Yes	30000	30000
2	2.1	Curriculum Training	No	26263	45062
2	2.2	Curriculum Update/Upgrade	Yes	78790	105145

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	2.3	Instructional Staff Training	Yes	59221	82531
2	2.4	Ren/STAR	No		
3	3.1	On-Site social/emotional support	Yes	35396	39160
3	3.2	Connection to Counseling	Yes	3000	0
3	3.3	Staff Training	Yes	144301	181569
3	3.4	School Based Counseling Services	Yes	32400	32400
3	3.5	iDrop-In	Yes	34794	35875
3	3.6	Student Self-Report SEL Survey	Yes	15300	15300
3	3.7	PPS School Counselor	No	100000	78345

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)
\$780,492	\$538,850.00	\$702,442.00	(\$163,592.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Parent Engagement/Support	Yes	\$16,353	\$20,461		
1	1.2	Multi-Tiered Systems of Support/PBIS	Yes	\$22,122	\$28,876		
1	1.3	College and Career paths	Yes	\$19,698	\$91,186		
1	1.4	Prevention Specialist	Yes	\$32,122	\$24,475		
1	1.5	"Boot Camps" (Tutoring)	Yes	\$6,577	\$7,549		
1	1.6	Math Class/IS support	Yes	\$24,858	\$25,213		
1	1.7	Fieldtrips/Job Shadowing	Yes	\$12,000	\$19,626		
1	1.8	Continuous Improvement	Yes	\$30,000	\$30,000		
2	2.2	Curriculum Update/Upgrade	Yes	\$70,910	\$94,631		
2	2.3	Instructional Staff Training	Yes	\$53,449	\$74,278		
3	3.1	On-Site social/emotional support	Yes	\$35,396	\$39,160		
3	3.2	Connection to Counseling	Yes	\$3,000	0		

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	3.3	Staff Training	Yes	\$129,871	\$163,412		
3	3.4	School Based Counseling Services	Yes	\$32,400	\$32,400		
3	3.5	iDrop-In	Yes	\$34,794	\$35,875		
3	3.6	Student Self-Report SEL Survey	Yes	\$15,300	\$15,300		

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)
\$2,631,996	\$780,492	0	29.654%	\$702,442.00	0.000%	26.689%	\$78,050.00	2.965%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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:

- 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 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.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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:
 - 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 provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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

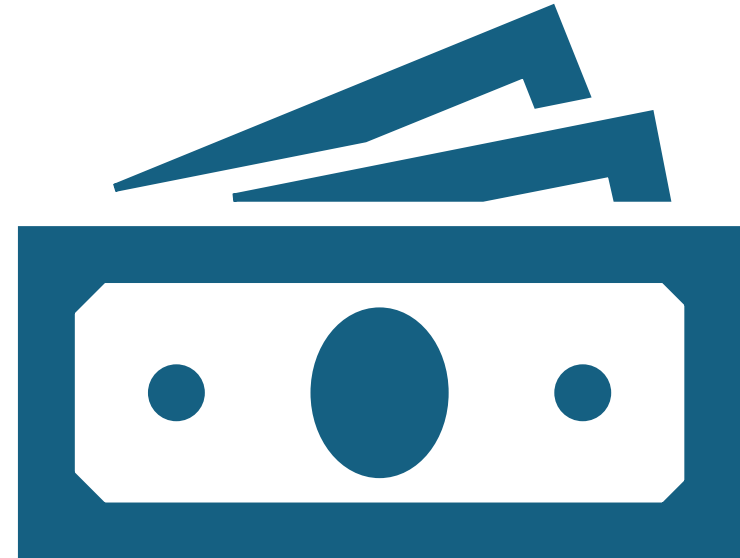


Yuba County Office of Education Proposed 2024-25 Budget Report June 12, 2024



Budget Topics

- Summary of the Governor's May Revise Proposal
- Revenue
- Expenditures
- General Fund Summary
- Fund Balance Components
- Fund Summaries
- Subsequent Year Assumptions
- Multi-Year Projections
- Questions



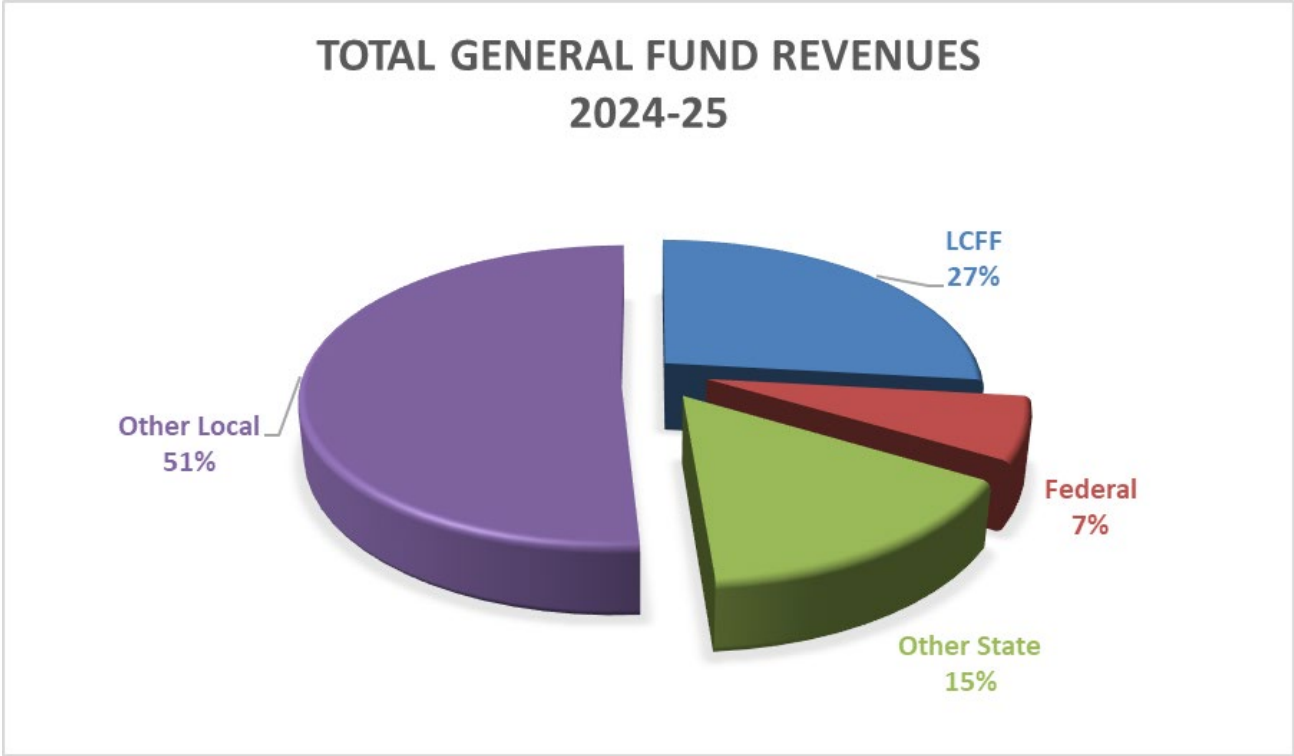
Governor's May Revise 2024



- Proposition 98 Funding is estimated at \$109.1 Billion
 - \$48 Million more than January Estimates
- Governor proposes a 1.07% increase to the LCFF and categorical programs.
- Drains the reserves for education at the state level
- Deferral from June 2025 to July 2025
- Extends Arts, Music and Instructional Materials Discretionary Block Grant from end of 2025 to 2026
- LREBG: Requires need assessment and expenditures beginning in 25-26 to be included in that LCAP.

General Fund Revenue Budget

- General Purpose LCFF – state aid and property taxes
- Federal – Grants funded by federal government, passed through the state for specific purposes. (Workforce Training, Special Ed, COVID)
- Other State – Special Education, lottery, other state funded programs outside of the LCFF.
- Local Revenue – Primarily Special Education Bill Back, contracts with local agencies

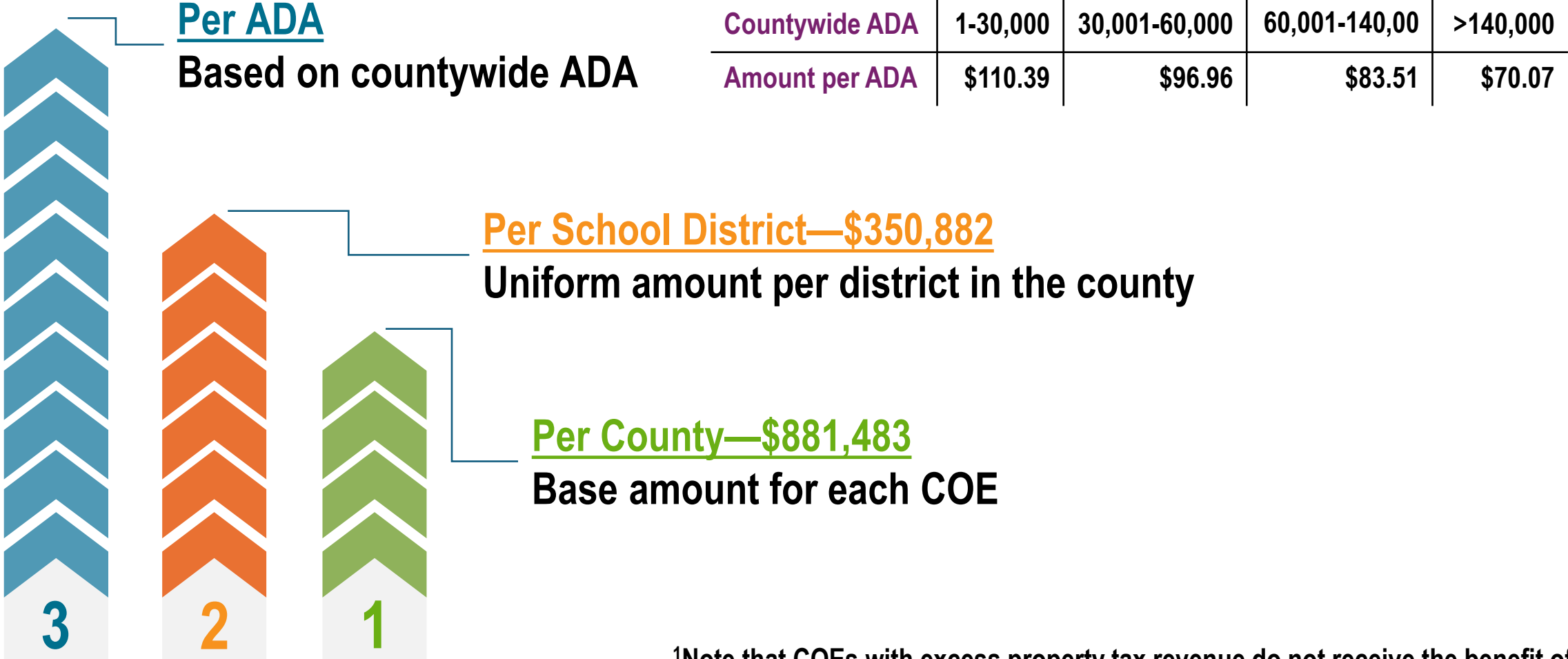


Primary Revenue Components for YCOE

- Local Control Funding Formula Revenue
 - Average Daily Attendance (ADA) is estimated at:
 - Special Education 159.53
 - Juvenile Hall 36.25
 - Community School (Funded at 27.57) 17.40
 - Charter School 217.52
 - County Operations ADA 14,761.23
- Lottery Revenue
 - \$177 per ADA for Unrestricted purposes, \$72 per ADA for restricted purposes
- Mandated Cost Block Grant is \$38.21 for K-8 ADA, \$73.62 for 9-12 and \$1.28 for countywide ADA.

2024-25 COE LCFF Funding Factors—Operations Grant

- All three components get the benefit of the 1.07% statutory COLA¹

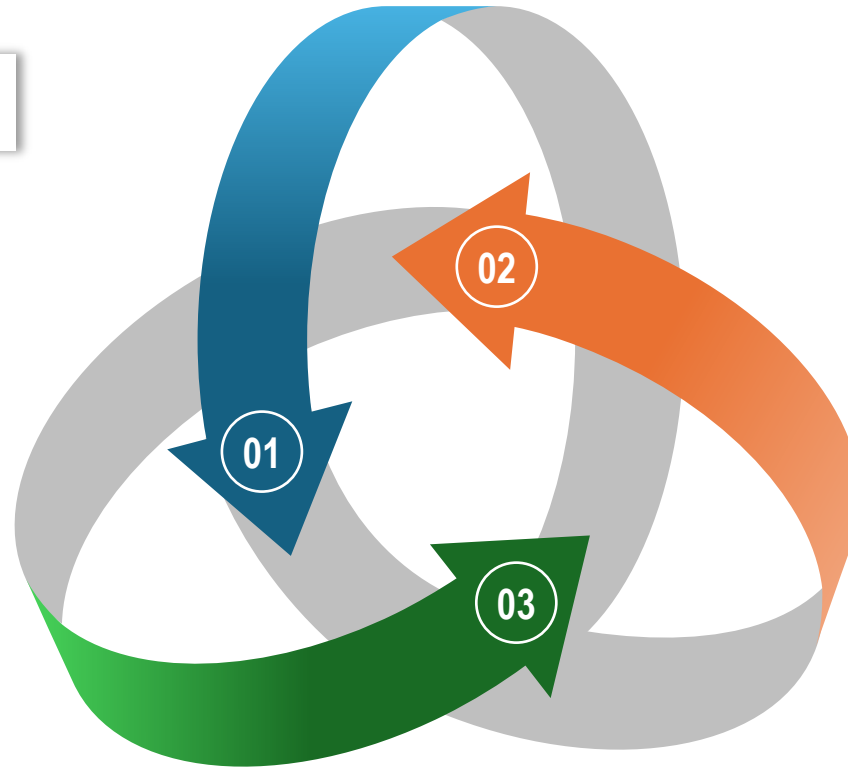


¹Note that COEs with excess property tax revenue do not receive the benefit of COLA

2024-25 COE LCFF Funding Factors—Alternative Education Grant

Base Grant—\$16,570.79

2024-25 base grant
adjusted for 1.07%
statutory COLA



Supplemental Grant—\$5,799.78

Equal to 35% of the 2024-25
base grant for eligible
students¹, including all
juvenile court school students

Concentration Grant—\$5,799.78 [\$2,899.89]

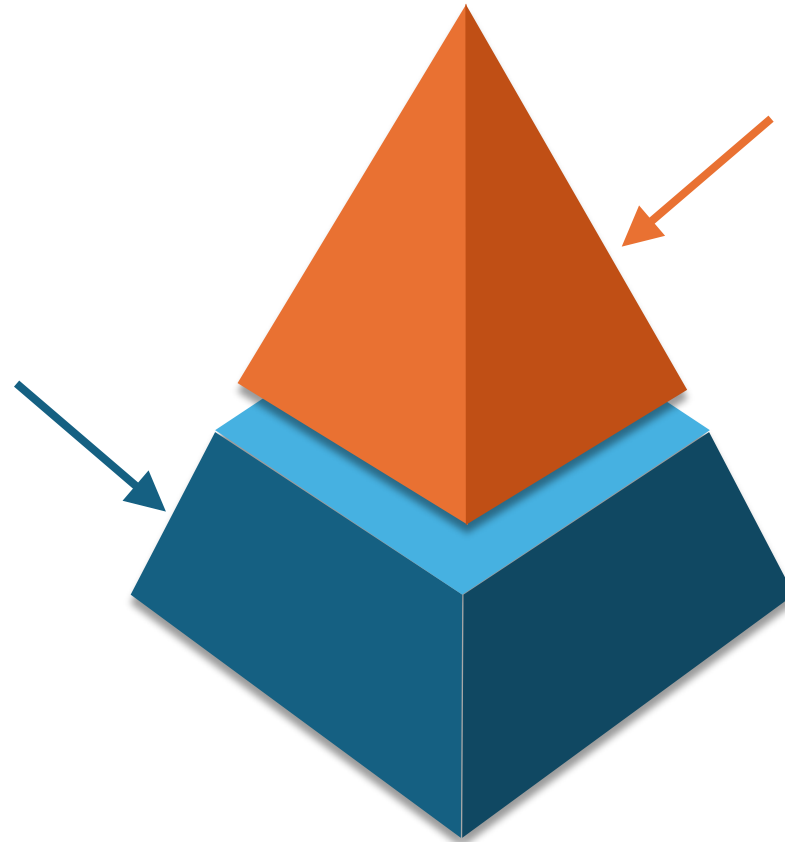
Equal to 35% of the 2024-25 base grant for
eligible students¹ exceeding 50% of enrollment
[or 17.5% for juvenile court school students]

¹UPP is based on eligible students enrolled in COE
programs meeting eligibility criteria for S/C grants

2024-25 COE LCFF Funding Factors—Add-Ons

- Included as part of the alternative education grant calculation
 - Therefore, community-funded and hold-harmless COEs do not receive additional funding

Juvenile Court School
Provides \$200,000 for each
COE operating at least
one juvenile court school
EC § 2574(e)(3)



County Community School
Provides \$200,000 for each
COE operating at least one
county community school
EC § 2574(e)(4)

2024-25 COE LCFF Funding Factors—LEA Support

Differentiated Assistance Support

School Districts—\$300,000 +

Multiplied by three-year average (current and prior two years) of school districts, by size, on the LCFF assistance status report

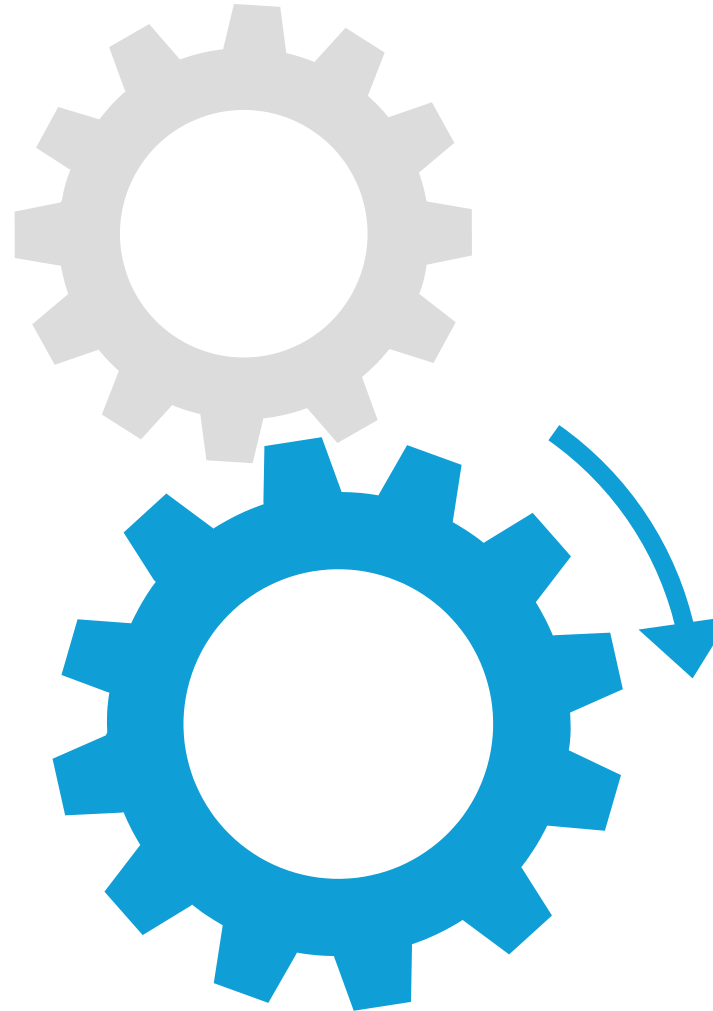
- Small (2,499 or less ADA)—\$100,000
- Medium (2,500-9,999 ADA)—\$200,000
- Large (10,000 or more ADA)—\$300,000

EC § 2575.2

Charter Schools—\$100,000

Multiplied by the three-year average (current and prior two years) of charter schools on the LCFF assistance status report

EC § 2575.3



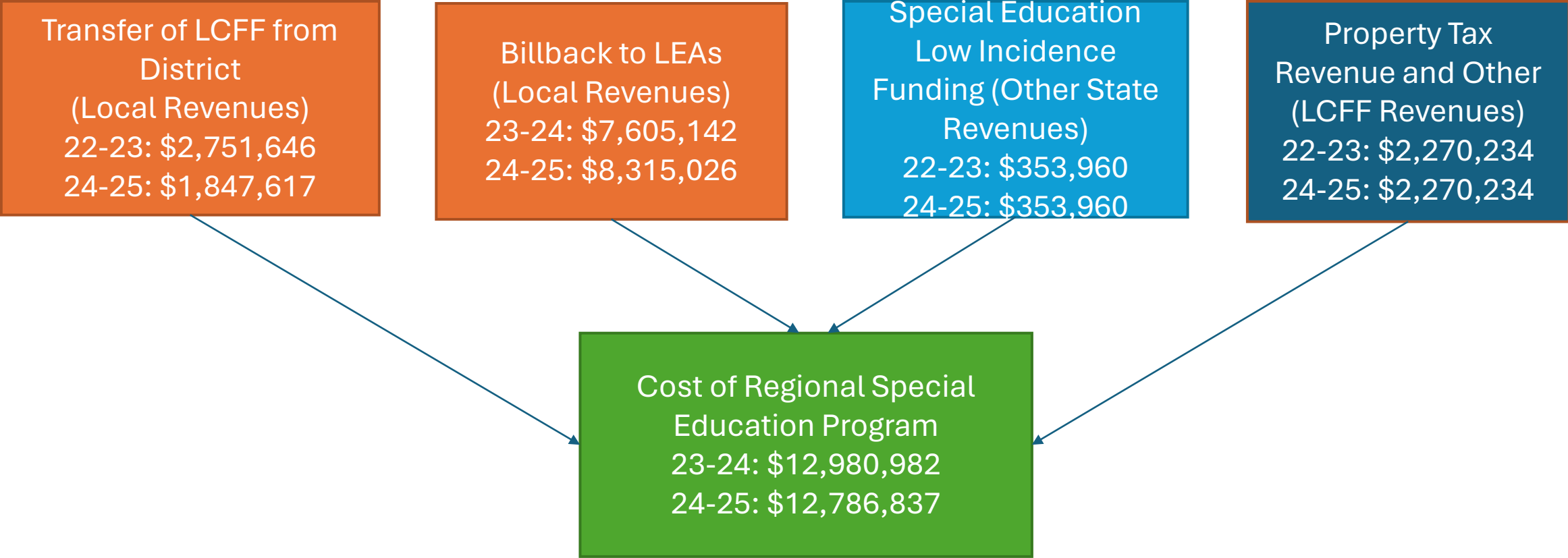
LCAP¹ Support

The greater of \$24,285 per school district within the county **OR** \$103,908 (increased by 1.07% statutory COLA)

EC § 2575.1

¹Local Control and Accountability Plan

Special Education Regional Program Revenue



Special Education

- Excess Cost projection for 2024-25 decreased from 2023-24 estimates, by \$194,145 The decrease was due to:
 - Decrease: Transfer of grades 6- College program to MJUSD, and related direct costs
 - Decrease: Eliminated 0.3 FTE Program Secretary
 - Decrease: Eliminated two principal positions.
 - Increase: Salary and benefit increase of step movement, salary increase, PERS rate increase, and health insurance contribution increase.
 - Increase: Service provider costs to fill the growing number of vacant positions and meet staffing shortages.
 - Increase: Adjusted Supplies, operations, and other ongoing costs.
 - Decrease in the indirect cost rate from 6.59% to 6.01%.

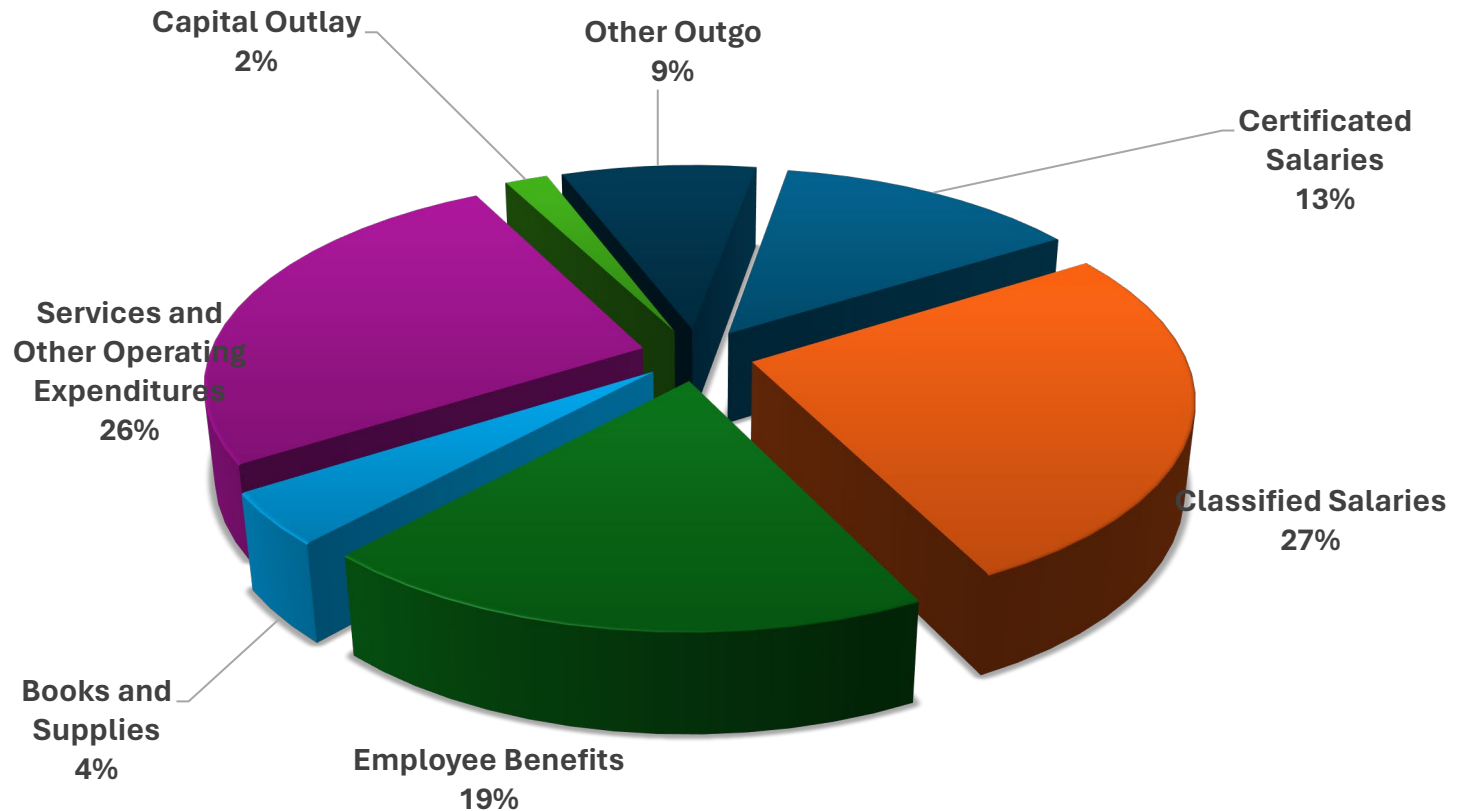
Expenditure Components 2024-25

- Salary & Benefit expenditures incorporate current positions approved by the Superintendent
- Employee step movement assumed at 2.56% certificated , 3.30% classified, and 2.28% for management
- 1.5% Salary schedule increase – Certificated
- 1.5% Salary schedule increase for Classified, SPED Paras increased range ~16% increase.
- 1.5% Salary Schedule Increase for Management
- New Longevity Add-On, and reclassification of some positions.
- Adjust Salary for Teachers to allow placement up to year 12 from year 6 for prior experience.
- STRS rate of 19.10% (no increase) and PERS rate of 27.05% (0.37% increase).
- Health Insurance Contribution from YCOE increased by 8.5%
- Indirect cost rate charged to restricted programs is 6.01% for 2024-25

General Fund Expenditures

- 59% of total combined budgeted expenditures are for salaries and benefits.
 - 79% of the unrestricted budget.

General Fund Expenditures 2024-25



Education Protection Account Summary

- K-14 general purpose funds must be utilized for instructional purposes

Education Protection Account (EPA) Fiscal Year Ending June 30, 2025	
Actual EPA Revenues:	
Estimated EPA Funds	\$ 12,764
Actual EPA Expenditures:	
Instructional Materials and Supplies and Instructional Salaries and Benefits	\$ 12,764

2024-25 Summary General Fund Budget

Adopted Budget 2024-25			
Description	Unrestricted	Restricted	Total
Total Revenues	\$7,969,278	\$26,342,076	\$34,311,354
Total Expenditures	7,368,107	27,421,122	34,789,229
Excess/(Deficiency)	601,171	\$(1,079,046)	(477,875)
Other Sources/Uses	7,000	-	7,000
Net Increase/(Decrease)	608,171	(1,079,046)	(470,875)
Add: Beginning Fund Balance	9,319,818	4,162,146	13,481,964
Ending Fund Balance	\$9,927,989	\$3,083,100	\$13,011,089

Components of 2024 Ending General Fund Balance

- YCOE has a board policy of 25% reserve for economic uncertainty
 - COE require greater reserve levels due to their inability to issue bonds to fund facility projects, cover cash flow needs, and as a backstop against district cash flow needs
 - Additional Reserve at 18.8% due to the new site purchase.
 - Total Economic Uncertainty Reserve 21.76%

Components:	
Revolving Cash	\$3,000
Legally Restricted	3,083,100
Minimum Reserve for Economic Uncertainties of 3%	1,043,677
Additional Reserve toward 25% policy	6,524,774
Assignments:	
Assigned for Program Designations	1,950,069
Assigned for E-Rate	156,000
Assigned for Lottery	118,908
Ending Fund Balance	\$10,863,237

2024-25 Estimated Fund Balances

Fund		Beginning Fund Balance	Budgeted Net Change	2024-25 Ending Fund Balance
01	County School Service Fund	\$13,481,964	(\$470,875)	\$13,011,089
09	Career Prep Charter School	\$2,354,005	\$38,892	\$2,392,897
10	Special Education Pass Through	\$348,725	\$25,869	\$374,594
11	Adult Education Fund	\$93,940	(\$26,195)	\$67,745
12	Child Development	\$194,075	\$3,665	\$197,741
14	Deferred Maintenance Fund	\$2,246,552	\$42,000	\$2,288,552
16	Forest Reserve Fund	\$0	\$0	\$0
17	Special Reserve for Other Than Capital Outlay	\$181,600	\$5,000	\$186,600
35	County School Facilities Fund	\$1,140,416	\$23,298	\$1,163,714
40	Special Reserve for Capital Outlay	\$138,159	\$3,658	\$141,817
56	Debt Service	\$0	\$0	\$0
63	Other Enterprise Fund	\$1,446	\$-	\$1,446
67	Self Insurance Fund	\$ 1,251,342	\$168,665	\$1,420,007

A blue-tinted photograph of a pen writing on a document. The pen is positioned at the top right, and a line graph is visible on the left side of the page. The graph shows a fluctuating line that generally trends upwards. The background is a light blue color with a subtle grid pattern.

Revenue Assumptions – Subsequent Years

- LCFF projections from the Department of Finance show COLAs increasing to 2.93% in 2025-26 and 3.08% in 2026-27. How will the state fund these COLA increases with declining revenues?
- Federal and other state revenues projected to be stable.
- Local revenues decline with Special Education program transfers along with their costs.
- Restricted balance declines with drawdown of one-time grants over the next two years. Unrestricted fund balance increases as long as positions and salary increases stay in alignment with revenues.

Expenditure Assumptions- Subsequent Years



Certificated salary step & column are estimated to increase by 2% for certificated and 2% for classified



STRS Rate is projected to be flat and PERS rates are projected to increase per the chart below:



Salary increase of 1.5% for certificated, classified and management for 2024-25 and increases 3% for 2024-25 and 2025-26.

CalPERS Rate Comparison							
	2021-22	2022-23	2023-24	2024-25	2025-26 est	2026-27 est	2027-28 est
Employer Rates	22.91%	25.37%	26.68%	27.05%	27.60%	28.00%	29.20%
Change	2.21%	2.46%	1.31%	0.37%	0.55%	0.40%	1.20%

CalSTRS Rate Comparison							
	2021-22	2022-23	2023-24	2024-25	2025-26 est	2026-27 est	2027-28 est
Employer Rates	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
Change	0.77%	2.18%	0.00%	0.00%	0.00%	0.00%	0.00%

Expenditure Assumptions Subsequent Years



Books and Supplies and Services and Other increase 2.86% for 2025-26 and 2.87% for 2026-27 due to inflation.



Other Outgo has a one-time spike of \$3.1 Million in 24-25 as Medi-Cal Cost Reimbursement Claims are adjusted for several years. The majority of these funds must go to the LEAs that were members of the former Yuba County Medi-Cal Consortium.

Multi-Year Summary

- YCOE is projected to meet its financial obligations in 24-25 through 26-27. Deficits in 24-25 are a result of spending down long-term grants as required, that were recorded as revenue in prior years

Multi-Year Projection (Total General Fund)			
Description	Adopted Budget 2024-25	Projected 2024-25	Projected 2025-26
Total Revenues	34,311,355	30,888,476	31,134,847
Total Expenditures	34,789,229	30,737,511	31,271,323
Excess/(Deficiency)	(477,874)	150,965	(136,476)
Other Sources/Uses	7,000	7,000	7,000
Net Increase/(Decrease)	(470,874)	157,965	(129,476)
Add: Beginning Fund Balance	13,481,964	13,011,090	13,169,055
Ending Fund Balance	13,011,090	13,169,055	13,039,579
<i>Fund Balance</i>	37%	43%	42%

Next Steps

- YCOE must adopt its budget by July 1
 - Board Meeting June 20
- YCOE has 45 days to revise its budget based on the State's enacted budget
- CDE shall approve, conditionally approve, or disapprove the budget for YCOE.
- Next financial report will be unaudited Actuals to Board in October and to CDE by October 15
- Next budget update First Interim Report by December 15



Yuba COE
2024-25 Proposed Budget Report and Multiyear Fiscal Projection

Public Hearing – June 12, 2024

Adoption – June 20, 2024

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year to authorize the expenditure of funds. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. In the event material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted State budget.

Illustrated below is a summary of the proposed State budget and budget guidelines as provided by California Association of School Business Officials, County Office of Education Common Message and School Services of California. The proposed budget report also contains financial summaries, multi-year projections and detailed financial state reports relating to the projected financial activity for 2024-25 through 2026-27 specific to the Yuba COE.

The County's budget represents the office's mission statement and program goals and objectives expressed as a financial plan. The adopted budget is the first step in creating a working document that constantly changes to reflect the revenue adjustments and expenditure needs of the organization. The County School Service Fund (CSSF) or General Fund is used to account for the general operations of the office. All transactions except those required to be in another fund are accounted for in the CSSF fund.

Governor's Revised State Budget Proposal "May Revision"

Governor Newsom released his proposed Revised State budget on May 10, 2024 for the upcoming 2024-25 fiscal year. The May revise has largely protected education from the budget deficits in 2023-24 and projected for next year. This is accomplished by depleting reserves for education and a controversial proposal to deal with a current education budget deficit by reducing the proposition 98 guarantee in the future. Since the May Revision, the Governor announced a plan with the California Teachers Association to deal with the current deficit that includes June to July cash deferrals without reducing the guarantee in the future.

Despite increasing state budget deficits, Proposition 98 funding is estimated to be \$109.1 billion, which is an increase of \$48 Million from January estimates. The Proposition 98 funding level is budgeted to increase from the 2023-24 fiscal year by \$6.6 Billion.

LCFF Cost-of-Living-Adjustment (COLA): The LCFF for County Offices of Education (COE) has three main components: Operations Grant, Alternative Education Grant, and Differentiated Assistance. The operations grant is intended to fund the basic operations of the COE. The Alternative Education Grant funds the juvenile court and county community schools. Differentiated Assistance provides funding for the county office to provide increased assistance to districts and charters to address identified performance issues, including significant disparities in performance among student groups.

Operations Grant:

The Governor proposes an increase to the Local Control Funding Formula (LCFF) by 1.07%. The Operations Grant increases by the COLA of 1.07% with no further changes.

Alternative Education Grant:

The LCFF for the Alternative Education Grant also increases by 1.07%.

Differentiated Assistance (DA):

DA funding is based on three main components:

LCAP Support: The greater of \$24,285 per school district within the county or \$103,908 (increased by 1.07% statutory COLA).

DA Support: Multiplied by three-year average: Small District \$100,000, Medium \$200,000 and Large \$300,000.

Charter schools: Multiplied by the three-year average (current and prior two years) of charter schools on the LCFF assistance status report.

Other Program Cost-of-Living-Adjustment (COLA): The increase to other categorical grants is also 1.07%.

Equity Multiplier and Local Accountability Plan:

Equity multiplier funds are calculated based on school sites with prior year “nonstability rates” greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent. Funding is allocated per unit based on the school site’s total prior year-adjusted cumulative enrollment.

- **School site** is defined as an individual school in an eligible LEA and does not include the district office.
- **Nonstability Rate** means the percentage of pupils who are either enrolled for less than 245 continuous days between July 1 and June 30 of the prior school year or who exited a school between July 1 and June 30 of the prior school year due to truancy, expulsion, or for unknown reasons and without stable subsequent enrollment at another school, as identified in the stability rate data file.
- **Per-unit funding amount** is based on total statewide eligible enrollment and the amount of funds available, as reported in the stability rate data file.

Statutory proposed changes to the Equity multiplier at the May Revision include:

- The definition of a school site is clarified to exclude a district office from individual schools in an eligible LEA.
- An eligible school site shall not receive funding of less than fifty thousand dollars (\$50,000); the May Revision adjusts this minimum funding amount by applying a COLA

to this minimum.

- A school site deemed eligible based on prior-year data shall be deemed ineligible if the school site has closed in the year in which the funds are allocated.
- Unspent funds from any fiscal year provided to an LEA with a school site that has closed would be returned to the CDE. LEAs must report the total amount of unspent funds in accordance with instructions and forms prescribed and furnished by the superintendent of public instruction (SPI).

Deferrals: Possible deferrals from June 2025 to July 2025.

Learning Recovery Emergency Block Grant: The January Governor’s Budget proposed new restrictions on LREBG expenditures. The proposal would require that LREBG expenditures be evidence-based as defined in federal law, and that they be based on a formal needs assessment that identifies the students who most need learning recovery. It targets services toward those students.

The May Revision eliminates the reference to these new provisions applying to unencumbered funds as of July 1, 2024, and instead clarifies that the new requirements apply to the use and expenditure of LREBG funds for the 2025-26, 2026-27 and 2027-28 school years. The LREBG needs assessment and planned expenditures would need to be included in the local control and accountability plan (LCAP) for July 1, 2025, through June 30, 2028. The CDE would be required to update the LCAP instructions accordingly by January 31, 2025.

Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMDBG):

The May Revision makes one technical adjustment to the AMIMDBG. Current law states that these funds are “available for encumbrance through June 30, 2025.” The May Revision changes the code to state that the funds are “available for expenditure through June 30, 2026.” In addition, the proposed change states that LEAs must report final expenditures to the CDE by September 30, 2026, and provides a mechanism for the CDE to collect any unexpended grant funds.

Additional May Revision Proposals: Additional components of the Governor’s May Revision for 2024-25 provide for the following items. Please note that the items below are not in the Yuba COE’s 2024-25 budget, due to their uncertainty, timing, relevance and/or the need to increase additional expenditures. Once the state budget is enacted and amounts available to COEs are known and measurable, and if relevant to YCOE, they will be added to the budget.

Budget Component	Description
California Preschool Program	<ul style="list-style-type: none">• No COLA proposed. Instead, the budget maintains funding to implement the current negotiated agreement between the state and Child Care Providers United – California on rates paid to preschool and child care providers. These rates will be renegotiated for 2025-26.

Child Care	<ul style="list-style-type: none"> The May Revision proposes to pause the expansion of slots in the child care programs administered by the Department of Social Services (DSS). As a result, DSS has notified tentative 2024-25 General Child Care and Development Program (CCTR) expansion awardees that there is insufficient funding to support 2024-25 CCTR expansion awards under the May Revision proposal; that the DSS will not be issuing CCTR expansion contracts or awards until further notice; and that DSS will communicate any status changes in the future.
Preschool Inclusivity	<ul style="list-style-type: none"> An elimination of planned increased investments in the 2025-26 and 2026-27 fiscal years to fund preschool inclusivity. Providers will still be required to serve at least 5% of students with disabilities.
Inclusive Early Expansion Program Grant	<ul style="list-style-type: none"> The May Revision proposed an increase of \$395 million to the Green School Bus Grant Program for the 2024-25 year and a reduction in the remaining out-year budget commitment to support this program, from \$500 million to roughly \$105 million. Approximately \$254 million from unused Inclusive Early Education Expansion Program Grant and other unspent funds will be used to support this program.
School Facility Programs	<ul style="list-style-type: none"> The May Revision eliminates the \$375 million proposed in the January Governor’s Budget for the School Facility Program. The May Revision proposes to eliminate the \$550 million that was planned for the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program in 2024-25. The Governor’s Budget proposed delaying the \$550 million to 2025-26, which was adopted as part of the budget early action in AB 106; the May Revision proposes eliminating the planned out-year investment.
Golden State Teacher Grant Program	<ul style="list-style-type: none"> Reduction of \$60.2 Million in One-Time Support for the program.
Student Nutrition	<ul style="list-style-type: none"> Continues to fund universal access to school meals

Routine Restricted Maintenance Account:

Per Education Code Section 17070.75, school districts and COEs are required to deposit into the account a minimum amount equal to or greater than three percent (3%) of the total unrestricted general fund expenditures and other financing uses for that fiscal year. Illustrated below are the primary compliance components:

- The 3% contribution is calculated on total unrestricted CSSF expenditures, including other financing uses (i.e. transfers out, debt issuances relating to the CSSF)
- The final 3% contribution is based on year-end actual data; therefore, while it is developed based on budget, it must be trued up using actual expenditures
- The actual contribution will be audited as part of the School Facility Program Bond Audit

2024-25 Yuba COE Primary Budget Components

- ❖ LCFF is funded with a COLA of 1.07% to the Alternative Education Grant and the Differentiated Assistance Grant. This funding supports Juvenile Hall, Community School, Career Prep Charter School, and County Office operations. The Alternative Education Grant is augmented by providing \$200,000 for Carden and another \$200,000 for TE Mathews. The ADA used to determine funding will be the highest of current year, prior year or the average of the past three years. In addition, \$3,000 more per ADA is allocated for student support and enrichment opportunities. Differentiated Assistance is augmented by 50% for each district identified for differentiated assistance. Differentiated Assistance decreased in 2023-24 by \$33,333 and is decreasing another \$33,333 for 2024-25 since some of the districts fell out of the criteria for assistance. In 2025-26 it is projected to decrease \$100,000.
- ❖ Average Daily Attendance (ADA) is estimated at:

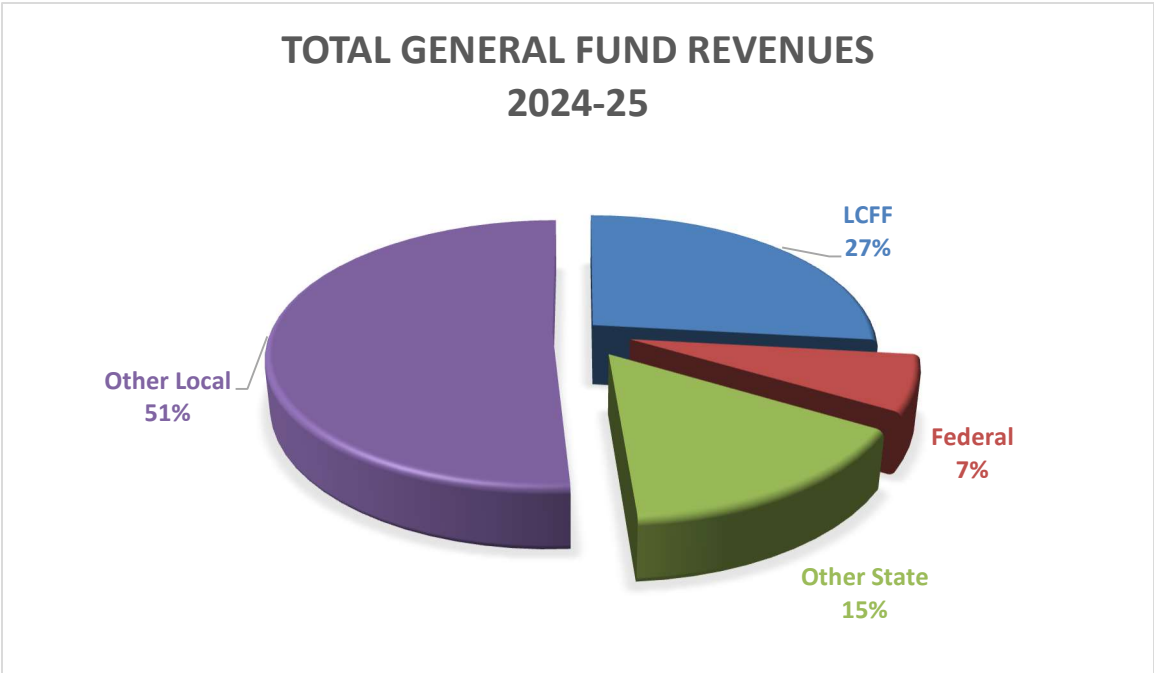
Program:	ADA:	Funded ADA:
Special Education – SDC	159.53	159.53
Juvenile Hall – LCFF	36.25	36.25
Community School	17.40	27.57
Charter School – LCFF	217.52	217.52
County Operations ADA	14,761.23	14,761.23

- ❖ The YCOE’s estimated unduplicated pupil percentage for supplemental and concentration funding is estimated to 96.55% for non-juvenile hall. The percentage will be revised based on actual data.
- ❖ Lottery revenue is estimated by SSC to be \$177 per ADA for unrestricted purposes and \$72 per ADA for restricted purposes.
- ❖ Mandated Cost Block Grant for COE programs are \$38.21 for K-8 ADA, \$73.62 for 9-12 ADA and \$1.28 for countywide ADA. For Yuba County Career Preparatory Charter the rates are \$20.06 for K-8 ADA and \$55.76 for 9-12 ADA.
- ❖ Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

CSSF Revenue Components

The YCOE receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED AMOUNT
General Purpose (LCFF) Revenue	\$6,928,537	\$2,261,047	\$9,189,584
Federal	\$0	\$2,311,373	\$2,311,373
State Revenue	\$145,984	\$5,138,172	\$5,284,156
Local Revenue	\$1,249,579	\$16,276,663	17,526,242
TOTAL	\$8,324,099	\$25,987,255	\$34,311,354



Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State’s sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The YCOE receives funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

Subsequently, on November 8, 2016, the voters approved the California Children’s Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure).
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Below is how the YCOE’s EPA funds are appropriated for 2024-25. The amounts will be revised throughout the year based on information received from the State.

Education Protection Account (EPA)	
Fiscal Year Ending June 30, 2025	
Actual EPA Revenues:	
Estimated EPA Funds	\$ 12,764
Actual EPA Expenditures:	
Instructional Materials and Supplies and Instructional Salaries and Benefits	\$ 12,764

Yuba County SELPA (Special Education Local Plan Area)

The SELPA will be funded through the AB602 funding model, as well as other state and federal funding allocated for special education purposes. This funding is calculated on the entire SELPA K-12 ADA (i.e. all district’s ADA is included.) The SELPA has revised the formula for allocation of revenue to each district and YCOE within the SELPA effective July 1, 2020, and the allocation of excess costs, or billback, has been updated as of July 1, 2021.

The Excess Cost projection for 2024-25 decreased \$194,145 from 2023-24 due to adjustments for the following:

- The Regional Program for Grades 6-12 will be returned to Marysville Joint Unified School District
- Salary and benefit increase of step movement, salary increase assumed at 1.5% for classified and certificated, with Special Education Paras increasing an additional 16%. 5.28%.
- PERS is increasing from 26.68 to 27.05%.
- Increased materials and supplies budgets
- Increased services and other operating. Increased budgets for contracted services providers due to staffing shortages.
- Decrease in the indirect cost rate of 0.49%

Operating Expenditure Components

The CSSF is used for the majority of the functions within the YCOE. As illustrated below, salaries and benefits comprise approximately 78.87% of the YCOE'S unrestricted budget, and approximately 59% of the total CSSF budget.

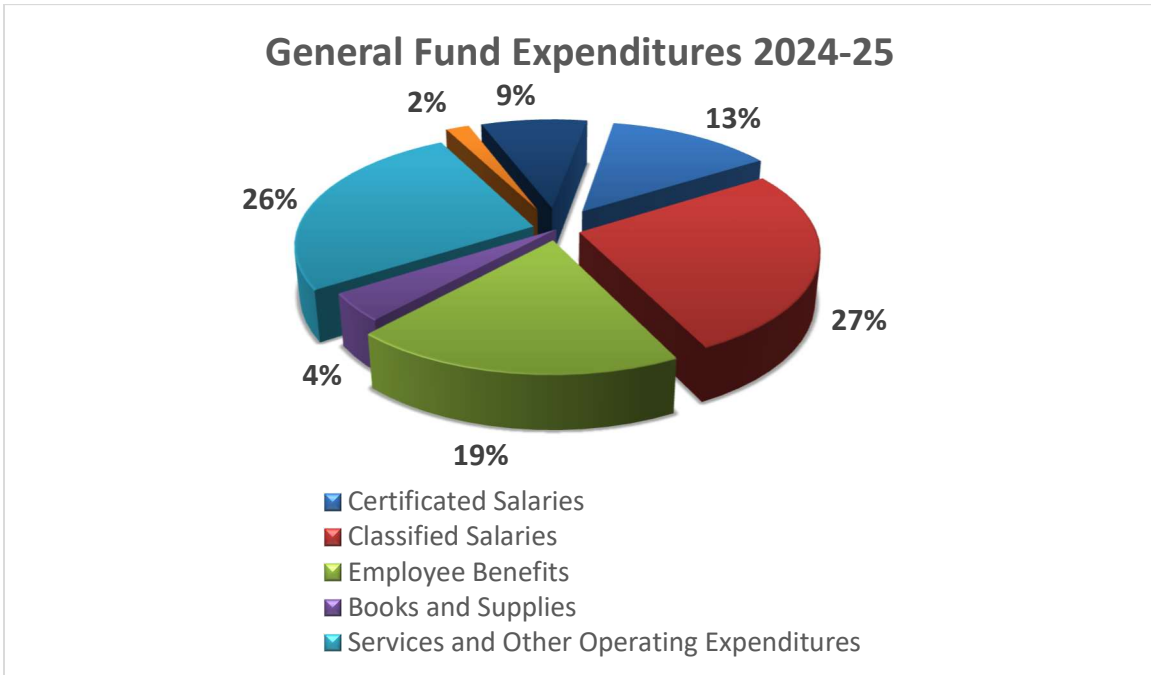
Major expenditure assumptions include:

- Salaries and benefits include
 - All positions approved by the Superintendent as of May 31, 2024
 - Employee step movement of approximately 2.56% certificated, 3.30% classified, and 2.22% for management.
 - A 1.5% salary schedule increase for certificated, classified, and management, effective July 1, 2024
 - Longevity Stipends totaling \$78,000
 - Reclassifications in positions totaling approximately \$200,000
 - Employer paid STRS rate of 19.10% and PERS of 27.05%
- Other employer paid benefits include Medicare, FICA, worker's compensation, unemployment insurance and other retiree benefits. The total payroll driven, or statutory, benefits are 23.76% for certificated and 31.71% for classified employees.
- The indirect cost rate charged to restricted programs, including special education, is 6.01% for 2024-25.
- Future PERS rate changes are anticipated for the next two years.
- Capital Outlay of \$650,000 for improvements to the One-Stop Building and the new property at 805 10th Street in Marysville for CTE Programs.
- Other Outgo includes \$3,109,582 transfers to LEAs in Yuba County for Medi-Cal Funding.

A summary of general fund expenditures is presented below:

DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED
Certificated Salaries	1,269,097	3,346,427	\$4,615,524
Classified Salaries	2,810,230	6,461,421	9,271,651
Benefits	1,734,953	4,935,505	\$6,670,458
Books and Supplies	448,429	973,307	\$1,421,736
Other Services & Operating	1,546,943	7,640,614	\$9,187,557
Capital Outlay	650,000	0	\$650,000
Other Outgo/Transfer	(1,091,545)	4,063,848	\$2,972,303
TOTAL	7,368,107	27,421,122	\$34,789,229

Following is a graphical representation of expenditures by percentage:



CSSF Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education - Instruction	119,425
Restricted Maintenance Account	220,908
General Equivalency Diploma Program	14,488
Total	\$354,821

Fund Balances

The YCOE is required to have a 3% Reserve for Economic Uncertainty. Current board policy is to designate a minimum of 25% of general fund (CSSF) expenditures as additional reserve for economic uncertainty. The estimated additional reserve for 2024-25 is 18.8%.

General Fund Summary

The YCOE'S 2024-25 general fund projects a total decrease to net assets of \$470,875 resulting in an estimated ending fund balance of \$13 million. The components of the YCOE's fund balance are as follows: revolving cash & other nonspendables - \$3,000; restricted programs - \$3,083,101; 3% economic uncertainty - \$1,043,677; assigned - \$2,356,540. The remaining 18.8% of \$6,527,774 is available toward the additional reserve for economic uncertainty per board policy.

Adopted Budget 2024-25			
Description	Unrestricted	Restricted	Total
Total Revenues	7,969,278	26,342,076	34,311,354
Total Expenditures	7,368,107	27,421,122	34,789,229
Excess/(Deficiency)	601,171	(1,079,046)	(477,875)
Other Sources/Uses	7,000	-	7,000
Net Increase/(Decrease)	608,171	(1,079,046)	(470,875)
Add: Beginning Fund Balance	9,319,818	4,162,146	13,481,964
Ending Fund Balance	\$9,927,989	\$3,083,100	\$13,011,089

Cash Flow

The YCOE is anticipating having positive monthly cash balances during the 2024-25 school year. Cash is always closely monitored to ensure the YCOE is liquid to satisfy its obligations.

Fund Summaries

Illustrated below is a summary of each Fund's fund balance and corresponding change.

Fund	Beginning Fund Balance	Budgeted Net Change	2024-25 Ending Fund Balance
County School Service Fund	\$13,481,964	(\$470,875)	\$13,011,089
09 Career Prep Charter School	\$2,354,005	\$38,892	\$2,392,897
10 Special Education Pass Through	\$348,725	\$25,869	\$374,594
11 Adult Education Fund	\$93,940	(\$26,195)	\$67,745
12 Child Development	\$194,075	\$3,665	\$197,741
14 Deferred Maintenance Fund	\$2,246,552	\$42,000	\$2,288,552
16 Forest Reserve Fund	\$0	\$0	\$0
17 Special Reserve for Other Than Capital Outlay	\$181,600	\$5,000	\$186,600
35 County School Facilities Fund	\$1,140,416	\$23,298	\$1,163,714
40 Special Reserve for Capital Outlay	\$138,159	\$3,658	\$141,817
56 Debt Service	\$0	\$0	\$0
63 Other Enterprise Fund	\$1,446	\$-	\$1,446
67 Self Insurance Fund	\$ 1,251,342	\$168,665	\$1,420,007

Multiyear Projection

General Planning Factors:

Illustrated below are the latest factors that COEs and districts are expected to utilize as planning factors:

<i>Planning Factor</i>	2023-24	2024-25	2025-26	2025-27
Dept of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%
Local Control Funding Formula COLA	8.22%	1.07%	2.93%	3.08%
STRS Employer Rates	19.10%	19.10%	19.10%	19.10%
PERS Employer Rates	26.68%	27.05%	27.60%	28.00%
SUI Employer Rates	0.50%	0.05%	0.05%	0.05%
Lottery – Unrestricted per ADA	\$177	\$177	\$177	\$177
Lottery – Prop. 20 per ADA	\$72	\$72	\$72	\$72
Mandate Block Grant for COE: K-8 per ADA	\$37.81	\$38.21	\$39.33	\$40.54
Mandate Block Grant for COE: 9-12 per ADA	\$72.84	\$73.62	\$75.78	\$78.11
Mandate Block Grant for COE: Countywide ADA	\$1.27	\$1.28	\$1.32	\$1.36
Mandate Block Grant for Charters: K-8 per ADA	\$19.85	\$20.06	\$20.65	\$21.29
Mandate Block Grant for Charters: 9-12 per ADA	\$55.17	\$55.76	\$57.39	\$59.16
Routine Restricted Maintenance Account (refer to the provisions discussed above)	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo

Various aspects of the planning factors illustrated above will be further discussed below with the YCOE's specific revenue and expenditure assumptions.

Revenue Assumptions:

Per enrollment trends, the YCOE is anticipating flat enrollment and ADA for Juvenile Hall School and declining enrollment for the County Community School. The Local Control Funding Formula is based on the Department of Finance's estimates of COLA and funding percentages towards the YCOE's LCFF Entitlement as noted above. LCFF is projected to decline in 25-26 with the impact of declining enrollment, then increase in 26-27 with the projected COLA. Unrestricted local revenue is estimated to remain relatively constant for the subsequent years, while restricted local revenue adjusts each year for changes to special education costs and contracts with other local and state agencies. Federal and state revenue is also projected to remain relatively flat.

Expenditure Assumptions:

Certificated step and column costs for purposes of the multi-year projection are assumed to increase by 2% for certificated and 3% for classified and a salary increase of 3% for all employees has been assumed for 2025-26 and 2026-27. The salary increase has been settled with the bargaining units for 2024-25. 2025-26 and 2026-27 increases will be bargained at later dates.

Adjustments to benefits reflect the effects of salary changes noted above and expected changes to employer pension costs with the percentage of salary shown below.

CalPERS Rate Comparison							
	2021-22	2022-23	2023-24	2024-25	2025-26 est	2026-27 est	2027-28 Est
Employer Rates	22.91%	25.37%	26.68%	27.05%	27.60%	28.00%	29.20%
Change	2.21%	2.46%	1.31%	0.37%	0.55%	0.40%	1.20%

CalSTRS Rate Comparison							
	2021-22	2022-23	2023-24	2024-25	2025-26 est	2026-27 est	2027-28 Est
Employer Rates	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
Change	0.77%	2.18%	0.00%	0.00%	0.00%	0.00%	0.00%

Unrestricted supplies are budgeted to increase 46% for 24-25 as supplies budgets were not used much in 23-24 and 24-25 was budgeted at the full normal amount. Restricted supplies are also projected to increase significantly with the new Allcove Center Grant in 24-25. Over the next two years, services and other operating expenditures are estimated to decrease primarily due to program adjustments and the elimination of one-time grant funds. Other Outgo is expected to be nearly \$3.1 Million in 24-25 as Medi-Cal funds received for the local education agencies in Yuba County are received. The large amount for these Medi-Cal funds are for prior adjustments to the program that allow our local agencies to be eligible for more funds. Once the funds are paid out Other Outgo drops off to \$18,949 for 25-26 and 26-27.

Estimated Ending Fund Balances:

During 2025-26, the YCOE estimates that the general fund is projected to have an increase of \$162,946 resulting in an unrestricted ending balance of \$13.2 million.

During 2026-27, the YCOE estimates that the general fund is projected to have a decrease of \$132,093 resulting in an unrestricted ending balance of \$13 million.

Description	2024-25 Adopted Budget			2025-26 Projected			2026-27 Projected		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
NONSPENDABLE									
Revolving Cash/Prepays	3,000		3,000	3,000		3,000	3,000		3,000
Other	-		-	-		-	-		-
TOTAL - NONSPENDABLE	3,000	-	3,000	3,000	-	3,000	3,000	-	3,000
RESTRICTED									
Restricted Categorical Balances		3,083,100	3,083,100		2,561,590.00	2,561,590		1,903,587	1,903,587
TOTAL - RESTRICTED	-	3,083,100	3,083,100	-	2,561,590	2,561,590	-	1,903,587	1,903,587
ASSIGNED	2,356,539		2,356,539	2,356,539		2,356,539	2,356,539		2,356,539
TOTAL - ASSIGNED	-	-	-	-	-	-	-	-	-
UNASSIGNED									
Economic Uncertainty (REU-3%)	1,043,677		1,043,677	922,125		922,125	938,140		938,140
Amount Above REU	6,524,774		6,524,774	7,325,801		7,325,801	7,838,313		7,838,313
TOTAL - UNASSIGNED	7,568,451	-	7,568,451	8,247,926	-	8,247,926	8,776,453	-	8,776,453
TOTAL - FUND BALANCE	9,927,990	3,083,100	13,011,090	10,607,465	2,561,590	13,169,055	11,135,992	1,903,587	13,039,579

Multi-Year Projection:

Based on the assumptions outlined above, the MYP for the next three years is shown below:

Multi-Year Projection (Total General Fund)			
Description	Adopted Budget 2024-25	Projected 2024-25	Projected 2025-26
Total Revenues	34,311,355	30,888,476	31,134,847
Total Expenditures	34,789,229	30,737,511	31,271,323
Excess/(Deficiency)	(477,874)	150,965	(136,476)
Other Sources/Uses	7,000	7,000	7,000
Net Increase/(Decrease)	(470,874)	157,965	(129,476)
Add: Beginning Fund Balance	13,481,964	13,011,090	13,169,055
Ending Fund Balance	13,011,090	13,169,055	13,039,579
<i>Fund Balance</i>	<i>37%</i>	<i>43%</i>	<i>42%</i>

Conclusion:

Due to an adequate fund balance and balanced budgets in fiscal year 2024-25 through 2026-27, the adopted budget and multi-year projections support that the YCOE will be able to meet its financial obligations for the current and subsequent two years. The administration is confident that the YCOE will be able to maintain prudent operating reserves and have the necessary cash in order to ensure that the YCOE remains fiscally solvent.

**Yuba County Office of Education
2024-25 Adopted Budget
General Fund**

Description	General Fund		
	Unrestricted	Restricted	Total
REVENUES			
General Purpose (LCFF) Revenues:			
State Aid & EPA	4,444,251	-	4,444,251
Property Taxes & Misc. Local	2,484,286	2,261,047	4,745,333
Total General Purpose	<u>6,928,537</u>	<u>2,261,047</u>	<u>9,189,584</u>
Federal Revenues	-	2,311,373	2,311,373
Other State Revenues	145,984	5,138,172	5,284,156
Other Local Revenues	1,249,579	16,276,663	17,526,242
TOTAL - REVENUES	<u>8,324,100</u>	<u>25,987,255</u>	<u>34,311,355</u>
EXPENDITURES			
Certificated Salaries	1,269,097	3,346,427	4,615,524
Classified Salaries	2,810,230	6,461,421	9,271,651
Employee Benefits (All)	1,734,953	4,935,505	6,670,458
Books & Supplies	448,429	973,307	1,421,736
Other Operating Expenses (Services)	1,546,943	7,640,614	9,187,557
Capital Outlay	650,000	-	650,000
Other Outgo	-	3,109,583	3,109,583
Direct Support/Indirect Costs	(1,091,545)	954,265	(137,280)
TOTAL - EXPENDITURES	<u>7,368,107</u>	<u>27,421,122</u>	<u>34,789,229</u>
EXCESS (DEFICIENCY)	<u>955,993</u>	<u>(1,433,867)</u>	<u>(477,874)</u>
OTHER SOURCES/USES			
Transfers In	7,000	-	7,000
Transfers (Out)	-	-	-
Net Other Sources (Uses)	-	-	-
Contributions (to Restricted Programs)	(354,821)	354,821	-
TOTAL - OTHER SOURCES/USES	<u>(347,821)</u>	<u>354,821</u>	<u>7,000</u>
FUND BALANCE INCREASE (DECREASE)	<u>608,172</u>	<u>(1,079,046)</u>	<u>(470,874)</u>
FUND BALANCE			
Beginning Fund Balance	9,319,818	4,162,146	13,481,964
Ending Balance, June 30	<u>9,927,990</u>	<u>3,083,100</u>	<u>13,011,090</u>

Yuba COE Adopted Budget Multi-year Projection

	Adopted Budget 2024-25				Adjustments to prior year		Projection 2025-26				Adjustments to prior year		Projection 2026-27				
	Unrestricted	Restricted	Combined		Unrestricted	Restricted	Unrestricted	Restricted	Combined		Unrestricted	Restricted	Unrestricted	Restricted	Combined		
Revenue																	
General Purpose	6,928,537	2,261,047	9,189,584	1	(100,547)	-	6,827,990	2,261,047	9,089,037	1	97,122	-	6,925,112	2,261,047	9,186,159		
Federal Revenue	-	2,311,373	2,311,373	2	-	(24,059)	-	2,287,314	2,287,314		-	-	-	2,287,314	2,287,314		
State Revenue	145,984	5,138,172	5,284,156	10	2,967	116,464	148,951	5,254,636	5,403,587	10	3,210	147,655	152,161	5,402,291	5,554,452		
Local Revenue	1,249,579	16,276,663	17,526,242	7	(11,577)	(3,406,127)	1,238,002	12,870,536	14,108,538	7	(1,616)	0	1,236,386	12,870,536	14,106,922		
Total Revenue	8,324,100	25,987,255	34,311,355		(109,157)	(3,313,722)	8,214,943	22,673,533	30,888,476		98,716	147,655	8,313,659	22,821,188	31,134,847		
Expenditures																	
Certificated Salaries	1,269,097	3,346,427	4,615,524	3	64,217	49,929	1,333,314	3,396,356	4,729,670	3	67,465	157,218	1,400,779	3,553,574	4,954,353		
Classified Salaries	2,810,230	6,461,421	9,271,651	3	142,198	(143,849)	2,952,428	6,317,572	9,270,000	3	149,392	314,228	3,101,820	6,631,800	9,733,620		
Employee Benefits	1,734,953	4,935,505	6,670,458	4	91,807	(56,443)	1,826,760	4,879,062	6,705,822	4	-	-	1,919,143	5,076,181	6,995,324		
Books and Supplies	448,429	973,307	1,421,736	6	12,460	(96,445)	460,889	876,862	1,337,751	6	13,227	(4,607)	474,116	872,255	1,346,371		
Other Services & Oper. Expenses	1,546,943	7,640,614	9,187,557	6	62,076	(537,035)	1,609,019	7,103,579	8,712,598	6	64,075	(516,688)	1,673,094	6,586,891	8,259,985		
Capital Outlay	650,000	-	650,000	11	(550,000)	0	100,000	-	100,000		-	-	100,000	-	100,000		
Other Outgo 7xxx	-	3,109,583	3,109,583	12	-	(3,090,634)	-	18,949	18,949		-	-	-	18,949	18,949		
Transfer of Indirect 73xx	(1,091,545)	954,265	(137,280)	8	(61,166)	61,167	(1,152,711)	1,015,432	(137,279)	8	(28,314)	28,314	(1,181,025)	1,043,746	(137,279)		
Total Expenditures	7,368,107	27,421,122	34,789,229		(238,408)	(3,813,310)	7,129,699	23,607,812	30,737,511		265,845	(21,535)	7,487,927	23,783,396	31,271,323		
Deficit/Surplus	955,993	(1,433,867)	(477,874)		129,251	499,588	1,085,244	(934,279)	150,965		(167,129)	169,190	825,732	(962,208)	(136,476)		
Other Sources/(uses)	-	-	-		-	-	-	-	-		-	-	-	-	-		
Transfers in/(out)	7,000	-	7,000	9	-	-	7,000	-	7,000		-	-	7,000	-	7,000		
Contributions to Restricted	(354,821)	354,821	-	5	(57,948)	57,948	(412,769)	412,769	-	5	108,564	(108,564)	(304,205)	304,205	0		
Net increase (decrease) in Fund Balance	608,172	(1,079,046)	(470,874)		71,303	557,536	679,475	(521,510)	157,965		(58,565)	60,626	528,527	(658,003)	(129,476)		
Beginning Balance	9,319,818	4,162,146	13,481,964				9,927,990	3,083,100	13,011,090				10,607,465	2,561,590	13,169,055		
Ending Balance	9,927,990	3,083,100	13,011,090				10,607,465	2,561,590	13,169,055				11,135,992	1,903,587	13,039,579		
Revolving/Stores/Prepays	3,000	-	3,000				3,000	-	3,000				3,000	-	3,000		
Reserve for Econ Uncertainty (3%)	1,043,677	-	1,043,677				922,125	-	922,125				938,140	-	938,140		
Restricted Programs Assigned	2,356,539	3,083,100	3,083,100				-	2,561,590	2,561,590				-	1,903,587	1,903,587		
Additional Reserve For Econ Unc	6,524,774	-	6,524,774				7,325,801	-	7,325,801				7,838,313	-	7,838,313		
<i>Additional Reserve Percent</i>			18.8%						23.8%						25.1%		

Notes:

- ¹ LCFF funding reflects 1.07% LCFF COLA for 2024-25, 2.93% LCFF COLA, and 3.08% for 2025-26. ADA is projected to decline for Non-Juvenile Court ADA by 6.82 for 2025-26 and another 3.35 ADA for 2026-27
- ² Decrease in Carryover from federal grants
- ³ Projections include step movement for eligible employees of 2% for classified and 2% for certificated, with a 3% cost of living adjustment. Negotiations are completed for 2024-25 with bargaining units but have not been completed for 2025-26 or beyond.
- ⁴ Projections include estimated increases in annual state pension adjustments for both STRS & PERS, change in UI for 22-23, plus additional statutory benefits based on step increases
- ⁵ Additional contributions relate to the projected salary, step and pension increases of restricted programs, net of increased local revenue from billback
- ⁶ Books and Supplies and Services and Other have been increased for 2.86% for 2024-25 and 2.87% for 2025-26 less any removal of costs for expired grants.
- ⁷ Other Local Revenue decreases due to district taking back the special education program that YCOE currently operates for the school district.
- ⁸ Increase in indirect costs charged to restricted programs due to increase in rate net of drop in restricted funds.
- ⁹ Transfer in is from Forest Reserve Fund
- ¹⁰ State grants increase with COLA percentages in note 1 above.
- ¹¹ Capital Outlay budgeted in 24-25 to improve new property and building acquired at 805 10th Street for CTE and One Stop Building, decreases to \$100,000 in 25-26 for more routing
- ¹² Significant Other Outgo in 2024-25 is to pay Medi-Cal Claims funds received for prior years Cost Reimbursement Comparison Schedules to members of the Medi-Cal Consortium.

Change in Budget Compared to Current Year Estimated Actuals

	Estimated Actuals 2023-24			Adopted Budget			Change in Adopted Budget Compared to Estimated Actuals			Note
	2023-24	Restricted	Combined	2024-25	Restricted	Combined	Unrestricted	Restricted	2025-26	
Revenue										
General Purpose	7,048,486	2,261,047	9,309,533	6,928,537	2,261,047	9,189,584	(119,949)	-	(119,949)	1
Federal Revenue	-	3,013,496	3,013,496	-	2,311,373	2,311,373	-	(702,123)	(702,123)	2
State Revenue	144,316	3,214,335	3,358,651	145,984	5,138,172	5,284,156	1,668	1,923,837	1,925,505	3
Local Revenue	1,055,238	15,529,162	16,584,400	1,249,579	16,276,663	17,526,242	194,341	747,501	941,842	4
Total Revenue	8,248,040	24,018,040	32,266,080	8,324,100	25,987,255	34,311,355	76,060	1,969,215	2,045,275	
Expenditures										
Certificated Salaries	1,225,337	3,608,666	4,834,003	1,269,097	3,346,427	4,615,524	43,760	(262,239)	(218,479)	8
Classified Salaries	2,613,880	5,806,292	8,420,172	2,810,230	6,461,421	9,271,651	196,350	655,129	851,479	9
Employee Benefits	1,608,313	4,457,776	6,066,089	1,734,953	4,935,505	6,670,458	126,640	477,729	604,369	5
Books and Supplies	329,372	681,438	1,010,810	448,429	973,307	1,421,736	119,057	291,869	410,926	11
Other Services & Oper. Expenses	1,599,282	7,341,224	8,940,506	1,546,943	7,640,614	9,187,557	(52,339)	299,390	247,051	4
Capital Outlay	1,430,053	29,835	1,459,888	650,000	-	650,000	(780,053)	(29,835)	(809,888)	4
Other Outgo 7xxx	-	1,363,801	1,363,801	-	3,109,583	3,109,583	-	1,745,782	1,745,782	6
Transfer of Indirect 73xx	(1,150,195)	1,015,135	(135,060)	(1,091,545)	954,265	(137,280)	58,650	(60,870)	(2,220)	4
Total Expenditures	7,656,042	24,304,167	31,960,209	7,368,107	27,421,122	34,789,229	(287,935)	3,116,955	2,829,020	
Deficit/Surplus	591,998	(286,127)	305,871	955,993	(1,433,867)	(477,874)	363,995	(1,147,740)	(783,745)	
Other Sources/(uses)	-	-	-	-	-	-	-	-	-	
Transfers in/(out)	3,444,700	(27,766)	3,416,934	7,000	-	7,000	(3,437,700)	27,766	(3,409,934)	10
Contributions to Restricted	(242,837)	242,837	-	(354,821)	354,821	0	(111,984)	111,984	-	7
Net increase (decrease) in Fund Balance	3,793,861	(71,056)	3,722,805	608,172	(1,079,046)	(470,874)	(3,185,689)	(1,007,990)	7,000	
Beginning Balance	5,525,958	4,233,202	9,759,160	9,319,819	4,162,146	13,481,965	3,793,861	(71,056)	3,722,805	
Ending Balance	9,319,819	4,162,146	13,481,965	9,927,991	3,083,100	13,011,091	608,172	(1,079,046)	(470,874)	
Revolving/Stores/Prepays	3,000	-	3,000	3,000	-	3,000	-	-	-	
Reserve for Econ Uncertainty (3%)	958,806	-	958,806	1,043,677	-	1,043,677	84,871	0	84,871	
Restricted Programs	-	4,162,146	4,162,146	0	3,083,100	3,083,100	0	(1,079,046)	(1,079,046)	
Assigned	3,000	-	3,000	2,356,539	-	2,356,539	2,353,539	0	2,353,539	
Unappropriated Fund Balance	8,355,013	-	8,355,013	6,524,775	-	6,524,775	(1,830,238)	-	(1,830,238)	
<i>Unappropriated Percent</i>			26.1%			18.8%				

Notes:

- ¹ Decrease in LCFF funding of anticipated because of declining ADA from Non-Juvenile School offsetting a 1.07% COLA to LCFF Funding. Differentiated Assistance Funding is also declining by \$33,333.
- ² Reflects removal of COVID funding
- ³ New Community Schools Grant and new grant for Allcove center awarded. In addition to 1.07% projected COLA on other state revenue grants.
- ⁴ Other Local Revenue in budget year increased billback of special education services
- ⁴ Removed COVID related expenditures
- ⁵ Benefits increases in PERS, salary increases and 8.5% increase to benefits contribution from YCOE.
- ⁶ Increase in Medi-Cal Reimbursements that are required to be transferred to LEAs in the Medi-Cal Consortium
- ⁷ Special Education program has increased at Carden and TE Mathews resulting in a higher contribution from unrestricted
- ⁸ Reflects 1.5% salary increase, increased longevity and reclassifications and step/column movement, less teaching positions leaving due to transfer of special education program back to Marysville Joint Unified.

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)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,048,486.00	2,261,047.00	9,309,533.00	6,928,537.00	2,261,047.00	9,189,584.00	-1.3%
2) Federal Revenue		8100-8299	0.00	3,013,496.45	3,013,496.45	0.00	2,311,372.97	2,311,372.97	-23.3%
3) Other State Revenue		8300-8599	144,315.78	3,214,335.36	3,358,651.14	145,983.83	5,138,171.52	5,284,155.35	57.3%
4) Other Local Revenue		8600-8799	1,055,238.21	15,529,162.16	16,584,400.37	1,249,578.66	16,276,663.40	17,526,242.06	5.7%
5) TOTAL, REVENUES			8,248,039.99	24,018,040.97	32,266,080.96	8,324,099.49	25,987,254.89	34,311,354.38	6.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,225,337.29	3,608,665.54	4,834,002.83	1,269,097.27	3,346,427.21	4,615,524.48	-4.5%
2) Classified Salaries		2000-2999	2,613,880.37	5,806,291.79	8,420,172.16	2,810,229.96	6,461,421.11	9,271,651.07	10.1%
3) Employee Benefits		3000-3999	1,608,313.31	4,457,775.55	6,066,088.86	1,734,952.86	4,935,504.66	6,670,457.52	10.0%
4) Books and Supplies		4000-4999	329,371.95	681,437.62	1,010,809.57	448,428.72	973,307.23	1,421,735.95	40.7%
5) Services and Other Operating Expenditures		5000-5999	1,599,282.47	7,341,224.48	8,940,506.95	1,546,942.58	7,640,614.05	9,187,556.63	2.8%
6) Capital Outlay		6000-6999	1,430,053.03	29,835.47	1,459,888.50	650,000.00	0.00	650,000.00	-55.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	1,363,800.86	1,363,800.86	0.00	3,109,582.88	3,109,582.88	128.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,150,195.38)	1,015,134.73	(135,060.65)	(1,091,544.66)	954,265.37	(137,279.29)	1.6%
9) TOTAL, EXPENDITURES			7,656,043.04	24,304,166.04	31,960,209.08	7,368,106.73	27,421,122.51	34,789,229.24	8.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			591,996.95	(286,125.07)	305,871.88	955,992.76	(1,433,867.62)	(477,874.86)	-256.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,508,601.73	0.00	3,508,601.73	7,000.00	0.00	7,000.00	-99.8%
b) Transfers Out		7600-7629	63,901.87	27,766.87	91,668.74	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(242,836.56)	242,836.56	0.00	(354,820.89)	354,820.89	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,201,863.30	215,069.69	3,416,932.99	(347,820.89)	354,820.89	7,000.00	-99.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			3,793,860.25	(71,055.38)	3,722,804.87	608,171.87	(1,079,046.73)	(470,874.86)	-112.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,525,958.03	4,233,201.61	9,759,159.64	9,319,818.28	4,162,146.23	13,481,964.51	38.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,525,958.03	4,233,201.61	9,759,159.64	9,319,818.28	4,162,146.23	13,481,964.51	38.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,525,958.03	4,233,201.61	9,759,159.64	9,319,818.28	4,162,146.23	13,481,964.51	38.1%
2) Ending Balance, June 30 (E + F1e)			9,319,818.28	4,162,146.23	13,481,964.51	9,927,990.15	3,083,099.50	13,011,089.65	-3.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,001.00	0.00	3,001.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	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	4,162,146.23	4,162,146.23	0.00	3,083,101.09	3,083,101.09	-25.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,405,627.26	0.00	2,405,627.26	2,356,539.76	0.00	2,356,539.76	-2.0%
Facilities	0000	9780	1,358,271.12		1,358,271.12			0.00	
LCAP/Medi-Cal Admin Funds, Alternative Education Programs	0000	9780	646,831.87		646,831.87			0.00	
Technology	0000	9780	156,000.00		156,000.00			0.00	
Lottery	1100	9780	244,524.27		244,524.27			0.00	
Facilities	0000	9780			0.00	1,251,597.46		1,251,597.46	
LCAP/Medi-Cal Admin Funds, Alternative Education Programs	0000	9780			0.00	742,490.03		742,490.03	
Technology	0000	9780			0.00	156,000.00		156,000.00	
Lottery	1100	9780			0.00	206,452.27		206,452.27	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	6,911,190.02	0.00	6,911,190.02	7,571,450.39	0.00	7,571,450.39	9.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	(1.59)	(1.59)	New
G. ASSETS									
1) Cash									
a) in County Treasury		9110	9,873,067.00	373,000.00	10,246,067.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	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)	
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	3,001.00	0.00	3,001.00				
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	450,000.00	5,605,080.51	6,055,080.51				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	4,132.84	5,239.44	9,372.28				
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				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			10,330,200.84	5,983,319.95	16,313,520.79				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,010,382.56	1,821,173.72	2,831,556.28				
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			1,010,382.56	1,821,173.72	2,831,556.28				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			9,319,818.28	4,162,146.23	13,481,964.51				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,611,932.00	0.00	4,611,932.00	4,491,487.00	0.00	4,491,487.00	-2.6%
Education Protection Account State Aid - Current Year		8012	13,944.00	0.00	13,944.00	12,764.00	0.00	12,764.00	-8.5%
State Aid - Prior Years		8019	(1,676.00)	0.00	(1,676.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	35,104.00	0.00	35,104.00	35,104.00	0.00	35,104.00	0.0%
Timber Yield Tax		8022	73.00	0.00	73.00	73.00	0.00	73.00	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	4,240,482.00	0.00	4,240,482.00	4,240,482.00	0.00	4,240,482.00	0.0%
Unsecured Roll Taxes		8042	149,699.00	0.00	149,699.00	149,699.00	0.00	149,699.00	0.0%
Prior Years' Taxes		8043	39.00	0.00	39.00	39.00	0.00	39.00	0.0%
Supplemental Taxes		8044	208.00	0.00	208.00	208.00	0.00	208.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	302,828.00	0.00	302,828.00	302,828.00	0.00	302,828.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	16,900.00	0.00	16,900.00	16,900.00	0.00	16,900.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Suprs.		8070	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			9,369,533.00	0.00	9,369,533.00	9,249,584.00	0.00	9,249,584.00	-1.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(60,000.00)		(60,000.00)	(60,000.00)		(60,000.00)	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	(2,261,047.00)	2,261,047.00	0.00	(2,261,047.00)	2,261,047.00	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			7,048,486.00	2,261,047.00	9,309,533.00	6,928,537.00	2,261,047.00	9,189,584.00	-1.3%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	21,193.16	21,193.16	0.00	21,193.16	21,193.16	0.0%
Special Education Discretionary Grants		8182	0.00	141,623.27	141,623.27	0.00	135,269.60	135,269.60	-4.5%
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%

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)	
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	18,949.00	18,949.00	0.00	18,949.00	18,949.00	0.0%
Title I, Part A, Basic	3010	8290		131,093.14	131,093.14		120,809.00	120,809.00	-7.8%
Title I, Part D, Local Delinquent Programs	3025	8290		91,108.90	91,108.90		191,961.16	191,961.16	110.7%
Title II, Part A, Supporting Effective Instruction	4035	8290		19,340.25	19,340.25		16,027.00	16,027.00	-17.1%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		10,381.00	10,381.00		4,706.00	4,706.00	-54.7%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		322,176.04	322,176.04		521,479.10	521,479.10	61.9%
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	2,257,631.69	2,257,631.69	0.00	1,280,978.95	1,280,978.95	-43.3%
TOTAL, FEDERAL REVENUE			0.00	3,013,496.45	3,013,496.45	0.00	2,311,372.97	2,311,372.97	-23.3%
OTHER STATE REVENUE									
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		741,374.59	741,374.59		743,880.60	743,880.60	0.3%
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	3,642.00	3,642.00	0.00	3,642.00	3,642.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	32,054.78	0.00	32,054.78	29,864.83	0.00	29,864.83	-6.8%
Lottery - Unrestricted and Instructional Materials		8560	40,865.00	16,623.00	57,488.00	44,723.00	18,192.00	62,915.00	9.4%
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	61,965.30	61,965.30	0.00	0.00	0.00	-100.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		170,526.98	170,526.98		192,852.00	192,852.00	13.1%
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	71,396.00	2,220,203.49	2,291,599.49	71,396.00	4,179,604.92	4,251,000.92	85.5%
TOTAL, OTHER STATE REVENUE			144,315.78	3,214,335.36	3,358,651.14	145,983.83	5,138,171.52	5,284,155.35	57.3%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	692,134.47	0.00	692,134.47	692,134.47	0.00	692,134.47	0.0%
Interest		8660	26,500.00	0.00	26,500.00	112,807.13	0.00	112,807.13	325.7%

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)	
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	155,792.43	692,869.00	848,661.43	223,302.23	591,482.74	814,784.97	-4.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	21,982.80	1,831,286.06	1,853,268.86	96,982.80	1,597,829.86	1,694,812.66	-8.6%
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	1,282,886.56	1,282,886.56	0.00	3,090,633.88	3,090,633.88	140.9%
All Other Local Revenue		8699	158,828.51	1,365,332.98	1,524,161.49	124,352.03	834,073.76	958,425.79	-37.1%
Tuition		8710	0.00	7,605,141.56	7,605,141.56	0.00	8,315,026.16	8,315,026.16	9.3%
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		2,751,646.00	2,751,646.00		1,847,617.00	1,847,617.00	-32.9%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
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			1,055,238.21	15,529,162.16	16,584,400.37	1,249,578.66	16,276,663.40	17,526,242.06	5.7%
TOTAL, REVENUES			8,248,039.99	24,018,040.97	32,266,080.96	8,324,099.49	25,987,254.89	34,311,354.38	6.3%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	518,640.72	2,310,551.94	2,829,192.66	591,242.75	2,057,009.04	2,648,251.79	-6.4%
Certificated Pupil Support Salaries		1200	0.00	360,137.55	360,137.55	0.00	508,829.76	508,829.76	41.3%
Certificated Supervisors' and Administrators' Salaries		1300	525,641.70	825,929.57	1,351,571.27	535,058.91	626,429.41	1,161,488.32	-14.1%
Other Certificated Salaries		1900	181,054.87	112,046.48	293,101.35	142,795.61	154,159.00	296,954.61	1.3%
TOTAL, CERTIFICATED SALARIES			1,225,337.29	3,608,665.54	4,834,002.83	1,269,097.27	3,346,427.21	4,615,524.48	-4.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	114,142.87	1,799,648.83	1,913,791.70	25,356.11	1,829,412.67	1,854,768.78	-3.1%
Classified Support Salaries		2200	228,172.91	2,312,859.89	2,541,032.80	199,379.10	2,963,350.85	3,162,729.95	24.5%
Classified Supervisors' and Administrators' Salaries		2300	635,597.82	353,142.73	988,740.55	728,901.14	387,956.88	1,116,858.02	13.0%
Clerical, Technical and Office Salaries		2400	1,622,465.77	1,040,712.05	2,663,177.82	1,796,149.88	999,035.87	2,795,185.75	5.0%
Other Classified Salaries		2900	13,501.00	299,928.29	313,429.29	60,443.73	281,664.84	342,108.57	9.2%
TOTAL, CLASSIFIED SALARIES			2,613,880.37	5,806,291.79	8,420,172.16	2,810,229.96	6,461,421.11	9,271,651.07	10.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	216,382.88	973,576.34	1,189,959.22	242,296.90	969,171.48	1,211,468.38	1.8%
PERS		3201-3202	678,344.35	1,519,230.91	2,197,575.26	737,830.45	1,715,171.30	2,453,001.75	11.6%
OASDI/Medicare/Alternative		3301-3302	57,035.31	153,054.88	210,090.19	56,878.54	153,876.94	210,755.48	0.3%
Health and Welfare Benefits		3401-3402	534,847.70	1,511,133.15	2,045,980.85	570,011.16	1,787,217.35	2,357,228.51	15.2%
Unemployment Insurance		3501-3502	1,878.97	4,353.89	6,232.86	1,918.81	4,549.27	6,468.08	3.8%
Workers' Compensation		3601-3602	63,074.78	155,671.45	218,746.23	66,822.89	161,565.69	228,388.58	4.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	56,749.32	140,754.93	197,504.25	59,194.11	143,952.63	203,146.74	2.9%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,608,313.31	4,457,775.55	6,066,088.86	1,734,952.86	4,935,504.66	6,670,457.52	10.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	25,374.91	25,374.91	0.00	51,301.90	51,301.90	102.2%
Books and Other Reference Materials		4200	500.00	850.00	1,350.00	700.00	13,900.00	14,600.00	981.5%
Materials and Supplies		4300	279,071.53	478,723.99	757,795.52	390,774.87	625,342.71	1,016,117.58	34.1%
Noncapitalized Equipment		4400	49,800.42	176,488.72	226,289.14	56,953.85	282,762.62	339,716.47	50.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			329,371.95	681,437.62	1,010,809.57	448,428.72	973,307.23	1,421,735.95	40.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	4,839,473.38	4,839,473.38	0.00	5,342,010.33	5,342,010.33	10.4%
Travel and Conferences		5200	77,275.38	175,423.09	252,698.47	99,027.95	153,909.29	252,937.24	0.1%
Dues and Memberships		5300	56,254.33	7,780.00	64,034.33	65,167.09	10,065.00	75,232.09	17.5%

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)	
Insurance		5400 - 5450	117,797.29	38,695.63	156,492.92	127,971.05	44,491.31	172,462.36	10.2%
Operations and Housekeeping Services		5500	236,863.72	140,435.00	377,298.72	284,425.60	177,012.00	461,437.60	22.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	266,579.53	106,777.14	373,356.67	244,640.85	66,599.99	311,240.84	-16.6%
Transfers of Direct Costs		5710	(273,429.61)	273,429.61	0.00	(252,027.49)	252,027.49	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(294,118.78)	45,386.00	(248,732.78)	(371,528.97)	23,336.00	(348,192.97)	40.0%
Professional/Consulting Services and Operating Expenditures		5800	1,340,328.64	1,638,628.95	2,978,957.59	1,278,102.74	1,479,693.63	2,757,796.37	-7.4%
Communications		5900	71,731.97	75,195.68	146,927.65	71,163.76	91,469.01	162,632.77	10.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,599,282.47	7,341,224.48	8,940,506.95	1,546,942.58	7,640,614.05	9,187,556.63	2.8%
CAPITAL OUTLAY									
Land		6100	882,161.73	0.00	882,161.73	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	363,726.77	0.00	363,726.77	650,000.00	0.00	650,000.00	78.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	35,000.00	0.00	35,000.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	149,164.53	29,835.47	179,000.00	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			1,430,053.03	29,835.47	1,459,888.50	650,000.00	0.00	650,000.00	-55.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	1,363,800.86	1,363,800.86	0.00	3,109,582.88	3,109,582.88	128.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	1,363,800.86	1,363,800.86	0.00	3,109,582.88	3,109,582.88	128.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,015,134.73)	1,015,134.73	0.00	(954,265.37)	954,265.37	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(135,060.65)	0.00	(135,060.65)	(137,279.29)	0.00	(137,279.29)	1.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,150,195.38)	1,015,134.73	(135,060.65)	(1,091,544.66)	954,265.37	(137,279.29)	1.6%
TOTAL, EXPENDITURES			7,656,043.04	24,304,166.04	31,960,209.08	7,368,106.73	27,421,122.51	34,789,229.24	8.9%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	35,916.34	0.00	35,916.34	0.00	0.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	3,472,685.39	0.00	3,472,685.39	7,000.00	0.00	7,000.00	-99.8%
(a) TOTAL, INTERFUND TRANSFERS IN			3,508,601.73	0.00	3,508,601.73	7,000.00	0.00	7,000.00	-99.8%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	20,415.56	0.00	20,415.56	0.00	0.00	0.00	-100.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	43,486.31	27,766.87	71,253.18	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			63,901.87	27,766.87	91,668.74	0.00	0.00	0.00	-100.0%

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)	
OTHER SOURCES/USES									
SOURCES									
Slate 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									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(242,836.56)	242,836.56	0.00	(354,820.89)	354,820.89	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			(242,836.56)	242,836.56	0.00	(354,820.89)	354,820.89	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b + c - d + e)			3,201,863.30	215,069.69	3,416,932.99	(347,820.89)	354,820.89	7,000.00	-99.8%

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)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,048,486.00	2,261,047.00	9,309,533.00	6,928,537.00	2,261,047.00	9,189,584.00	-1.3%
2) Federal Revenue		8100-8299	0.00	3,013,496.45	3,013,496.45	0.00	2,311,372.97	2,311,372.97	-23.3%
3) Other State Revenue		8300-8599	144,315.78	3,214,335.36	3,358,651.14	145,983.83	5,138,171.52	5,284,155.35	57.3%
4) Other Local Revenue		8600-8799	1,055,238.21	15,529,162.16	16,584,400.37	1,249,578.66	16,276,663.40	17,526,242.06	5.7%
5) TOTAL, REVENUES			8,248,039.99	24,018,040.97	32,266,080.96	8,324,099.49	25,987,254.89	34,311,354.38	6.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction		1000-1999	1,153,189.03	11,214,018.31	12,367,207.34	1,041,827.05	11,107,447.23	12,149,274.28	-1.8%
2) Instruction - Related Services		2000-2999	1,588,055.16	2,378,356.37	3,966,411.53	1,383,367.99	2,087,864.51	3,471,232.50	-12.5%
3) Pupil Services		3000-3999	246,643.27	6,611,431.90	6,858,075.17	331,851.65	5,617,783.08	5,949,634.73	-13.2%
4) Ancillary Services		4000-4999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services		5000-5999	38,856.96	899,991.63	938,848.59	49,131.77	3,636,966.49	3,686,098.26	292.6%
6) Enterprise		6000-6999	422,398.16	0.00	422,398.16	448,585.82	0.00	448,585.82	6.2%
7) General Administration		7000-7999	2,644,223.31	1,091,631.51	3,735,854.82	3,090,083.13	1,057,904.04	4,147,987.17	11.0%
8) Plant Services		8000-8999	1,562,677.15	744,935.46	2,307,612.61	1,023,259.32	803,574.28	1,826,833.60	-20.8%
9) Other Outgo		9000-9999	0.00	1,363,800.86	1,363,800.86	0.00	3,109,582.88	3,109,582.88	128.0%
10) TOTAL, EXPENDITURES			7,656,043.04	24,304,166.04	31,960,209.08	7,368,106.73	27,421,122.51	34,789,229.24	8.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			591,996.95	(286,125.07)	305,871.88	955,992.76	(1,433,867.62)	(477,874.86)	-256.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,508,601.73	0.00	3,508,601.73	7,000.00	0.00	7,000.00	-99.8%
b) Transfers Out		7600-7629	63,901.87	27,766.87	91,668.74	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(242,836.56)	242,836.56	0.00	(354,820.89)	354,820.89	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,201,863.30	215,069.69	3,416,932.99	(347,820.89)	354,820.89	7,000.00	-99.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			3,793,860.25	(71,055.38)	3,722,804.87	608,171.87	(1,079,046.73)	(470,874.86)	-112.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,525,958.03	4,233,201.61	9,759,159.64	9,319,818.28	4,162,146.23	13,481,964.51	38.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,525,958.03	4,233,201.61	9,759,159.64	9,319,818.28	4,162,146.23	13,481,964.51	38.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,525,958.03	4,233,201.61	9,759,159.64	9,319,818.28	4,162,146.23	13,481,964.51	38.1%
2) Ending Balance, June 30 (E + F1e)			9,319,818.28	4,162,146.23	13,481,964.51	9,927,990.15	3,083,099.50	13,011,089.65	-3.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,001.00	0.00	3,001.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	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	4,162,146.23	4,162,146.23	0.00	3,083,101.09	3,083,101.09	-25.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,405,627.26	0.00	2,405,627.26	2,356,539.76	0.00	2,356,539.76	-2.0%
Facilities		0000 9780	1,358,271.12		1,358,271.12			0.00	
LCAP/Medi-Cal Admin Funds, Alternative Education Programs		0000 9780	646,831.87		646,831.87			0.00	
Technology		0000 9780	156,000.00		156,000.00			0.00	
Lottery		1100 9780	244,524.27		244,524.27			0.00	
Facilities		0000 9780				1,251,597.46		1,251,597.46	
LCAP/Medi-Cal Admin Funds, Alternative Education Programs		0000 9780				0.00		742,490.03	742,490.03
Technology		0000 9780				0.00		156,000.00	156,000.00
Lottery		1100 9780				0.00		206,452.27	206,452.27
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	6,911,190.02	0.00	6,911,190.02	7,571,450.39	0.00	7,571,450.39	9.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	(1.59)	(1.59)	New

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5810	Other Restricted Federal	895.90	7,410.17
6015	Adults in Correctional Facilities	22,187.68	22,187.68
6018	Student Support and Enrichment Block Grant	219,114.57	337,245.09
6057	Child Dev: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	69,415.78	0.00
6266	Educator Effectiveness, FY 2021-22	254,367.21	84,556.79
6300	Lottery: Instructional Materials	118,765.97	91,304.97
6331	CA Community Schools Partnership Act - Planning Grant	1,613.85	0.00
6332	CA Community Schools Partnership Act - Implementation Grant	0.00	110,051.16
6333	CA Community Schools Partnership Act - Coordination Grant	161,999.80	121,201.88
6500	Special Education	182,359.86	182,359.86
6536	Special Ed: Dispute Prevention and Dispute Resolution	.01	.01
6620	Reversing Opioid Overdoses	14,007.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	100,126.53	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	57,692.00	0.00
7085	Learning Communities for School Success Program	746,433.67	0.00
7399	LCFF Equity Multiplier	173,681.00	194,710.00
7412	A-G Access/Success Grant	40,707.18	0.00
7435	Learning Recovery Emergency Block Grant	198,473.49	63,950.73
7810	Other Restricted State	2,889.00	49,494.75
9010	Other Restricted Local	1,797,415.73	1,818,628.00
Total, Restricted Balance		4,162,146.23	3,083,101.09

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,469,811.00	3,478,409.00	0.2%
2) Federal Revenue		8100-8299	131,800.95	81,344.04	-38.3%
3) Other State Revenue		8300-8599	395,677.82	464,271.81	17.3%
4) Other Local Revenue		8600-8799	74,483.77	74,641.56	0.2%
5) TOTAL, REVENUES			4,071,773.54	4,098,666.41	0.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,447,436.55	1,586,605.85	9.6%
2) Classified Salaries		2000-2999	582,853.34	484,431.21	-16.9%
3) Employee Benefits		3000-3999	939,876.00	989,532.13	5.3%
4) Books and Supplies		4000-4999	214,974.79	278,203.41	29.4%
5) Services and Other Operating Expenditures		5000-5999	596,469.58	671,647.30	12.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	8,945.49	8,945.49	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	40,825.16	40,409.19	-1.0%
9) TOTAL, EXPENDITURES			3,831,380.91	4,059,774.58	6.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			240,392.63	38,891.83	-83.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			240,392.63	38,891.83	-83.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,113,612.04	2,354,004.67	11.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,113,612.04	2,354,004.67	11.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,113,612.04	2,354,004.67	11.4%
2) Ending Balance, June 30 (E + F1e)			2,354,004.67	2,392,896.50	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	387,191.08	102,611.70	-73.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,966,813.59	2,290,284.80	16.4%
Lottery	1100	9780	147,399.60		
Lottery Funds	1100	9780		93,920.10	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,907,382.87		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	259,000.00		
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			3,166,382.87		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	803,005.92		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	9,372.28		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			812,378.20		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,354,004.67		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,665,486.00	2,686,248.00	0.8%
Education Protection Account State Aid - Current Year		8012	804,325.00	792,161.00	-1.5%
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			3,469,811.00	3,478,409.00	0.2%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	78,844.04	78,844.04	0.0%
Special Education Discretionary Grants		8182	8,883.09	2,500.00	-71.9%
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	44,073.82	0.00	-100.0%
TOTAL, FEDERAL REVENUE			131,800.95	81,344.04	-38.3%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Current Year	6500	8311	165,258.71	204,519.66	23.8%
Prior Years	6500	8319	0.00	0.00	0.0%
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	9,582.00	11,279.77	17.7%
Lottery - Unrestricted and Instructional Materials		8560	49,085.00	56,892.00	15.9%
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	171,752.11	191,580.38	11.5%
TOTAL, OTHER STATE REVENUE			395,677.82	464,271.81	17.3%
OTHER LOCAL REVENUE					
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	58,000.00	58,157.79	0.3%
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	16,483.77	16,483.77	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			74,483.77	74,641.56	0.2%
TOTAL, REVENUES			4,071,773.54	4,098,666.41	0.7%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,248,014.85	1,389,525.10	11.3%
Certificated Pupil Support Salaries		1200	103,293.55	97,180.22	-5.9%
Certificated Supervisors' and Administrators' Salaries		1300	96,128.15	99,900.53	3.9%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,447,436.55	1,586,605.85	9.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	208,523.56	159,292.94	-23.6%
Classified Support Salaries		2200	61,502.47	67,228.76	9.3%
Classified Supervisors' and Administrators' Salaries		2300	147,854.79	87,134.04	-41.1%
Clerical, Technical and Office Salaries		2400	164,972.52	170,775.47	3.5%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			582,853.34	484,431.21	-16.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	394,259.41	437,380.62	10.9%
PERS		3201-3202	158,975.76	128,724.45	-19.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OASDI/Medicare/Alternative		3301-3302	28,623.86	28,702.42	0.3%
Health and Welfare Benefits		3401-3402	292,282.81	329,018.00	12.6%
Unemployment Insurance		3501-3502	986.26	989.30	0.3%
Workers' Compensation		3601-3602	34,011.03	34,100.04	0.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	30,737.07	30,617.30	-0.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			939,876.00	989,532.13	5.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	74,700.02	97,488.00	30.5%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	83,233.12	133,182.61	60.0%
Noncapitalized Equipment		4400	57,041.65	47,532.80	-16.7%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			214,974.79	278,203.41	29.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	29,897.51	20,962.84	-29.9%
Dues and Memberships		5300	1,855.00	2,607.86	40.6%
Insurance		5400-5450	40,886.21	78,460.19	91.9%
Operations and Housekeeping Services		5500	58,000.00	58,809.51	1.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,774.74	13,758.85	-6.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	301,098.77	345,024.54	14.6%
Professional/Consulting Services and Operating Expenditures		5800	127,571.74	127,540.84	0.0%
Communications		5900	22,385.61	24,482.67	9.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			596,469.58	671,647.30	12.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
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	8,945.49	8,945.49	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)			8,945.49	8,945.49	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	40,825.16	40,409.19	-1.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			40,825.16	40,409.19	-1.0%
TOTAL, EXPENDITURES			3,831,380.91	4,059,774.58	6.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,469,811.00	3,478,409.00	0.2%
2) Federal Revenue		8100-8299	131,800.95	81,344.04	-38.3%
3) Other State Revenue		8300-8599	395,677.82	464,271.81	17.3%
4) Other Local Revenue		8600-8799	74,483.77	74,641.56	0.2%
5) TOTAL, REVENUES			4,071,773.54	4,098,666.41	0.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,391,225.59	2,606,206.33	9.0%
2) Instruction - Related Services	2000-2999		872,149.65	873,249.79	0.1%
3) Pupil Services	3000-3999		333,090.14	335,528.21	0.7%
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		40,825.16	40,409.19	-1.0%
8) Plant Services	8000-8999		185,144.88	195,435.57	5.6%
9) Other Outgo	9000-9999	Except 7600-7699	8,945.49	8,945.49	0.0%
10) TOTAL, EXPENDITURES			3,831,380.91	4,059,774.58	6.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			240,392.63	38,891.83	-83.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			240,392.63	38,891.83	-83.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,113,612.04	2,354,004.67	11.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,113,612.04	2,354,004.67	11.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,113,612.04	2,354,004.67	11.4%
2) Ending Balance, June 30 (E + F1e)			2,354,004.67	2,392,896.50	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	387,191.08	102,611.70	-73.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,966,813.59	2,290,284.80	16.4%
Lottery	1100	9780	147,399.60		
Lottery Funds	1100	9780		93,920.10	
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
6266	Educator Effectiveness, FY 2021-22	20,426.68	0.00
6300	Lottery: Instructional Materials	88,525.47	52,488.47
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	35,249.35	0.00
7412	A-G Access/Success Grant	28,841.15	12,939.65
7413	A-G Learning Loss Mitigation Grant	2,532.74	295.21
7435	Learning Recovery Emergency Block Grant	207,090.69	36,888.37
7810	Other Restricted State	4,525.00	0.00
Total, Restricted Balance		387,191.08	102,611.70

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,953,539.09	3,947,418.81	-0.2%
3) Other State Revenue		8300-8599	14,112,604.90	14,416,322.16	2.2%
4) Other Local Revenue		8600-8799	25,000.00	25,869.49	3.5%
5) TOTAL, REVENUES			18,091,143.99	18,389,610.46	1.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	18,066,143.99	18,363,740.97	1.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			18,066,143.99	18,363,740.97	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			25,000.00	25,869.49	3.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			25,000.00	25,869.49	3.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	323,724.60	348,724.60	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			323,724.60	348,724.60	7.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			323,724.60	348,724.60	7.7%
2) Ending Balance, June 30 (E + F1e)			348,724.60	374,594.09	7.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,000.00	210,000.00	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	138,724.60	164,594.09	18.6%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	348,841.10		
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	3,602,915.40		
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			3,951,756.50		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	3,603,031.90		
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			3,603,031.90		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			348,724.60		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	3,953,539.09	3,947,418.81	-0.2%
TOTAL, FEDERAL REVENUE			3,953,539.09	3,947,418.81	-0.2%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	14,239,890.90	14,416,322.16	1.2%
Prior Years	6500	8319	(127,286.00)	0.00	-100.0%
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%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			14,112,604.90	14,416,322.16	2.2%
OTHER LOCAL REVENUE					
Interest		8660	25,000.00	25,869.49	3.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			25,000.00	25,869.49	3.5%
TOTAL, REVENUES			18,091,143.99	18,389,610.46	1.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	3,953,539.09	3,947,418.81	-0.2%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	14,112,604.90	14,416,322.16	2.2%
To County Offices	6500	7222	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			18,066,143.99	18,363,740.97	1.6%
TOTAL, EXPENDITURES			18,066,143.99	18,363,740.97	1.6%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,953,539.09	3,947,418.81	-0.2%
3) Other State Revenue		8300-8599	14,112,604.90	14,416,322.16	2.2%
4) Other Local Revenue		8600-8799	25,000.00	25,869.49	3.5%
5) TOTAL, REVENUES			18,091,143.99	18,389,610.46	1.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	18,066,143.99	18,363,740.97	1.6%
10) TOTAL, EXPENDITURES			18,066,143.99	18,363,740.97	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			25,000.00	25,869.49	3.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			25,000.00	25,869.49	3.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	323,724.60	348,724.60	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			323,724.60	348,724.60	7.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			323,724.60	348,724.60	7.7%
2) Ending Balance, June 30 (E + F1e)			348,724.60	374,594.09	7.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,000.00	210,000.00	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	138,724.60	164,594.09	18.6%
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
	6500	Special Education	210,000.00	210,000.00
Total, Restricted Balance			210,000.00	210,000.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	10,142.00	10,014.00	-1.3%
4) Other Local Revenue		8600-8799	233,163.53	288,253.74	23.6%
5) TOTAL, REVENUES			243,305.53	298,267.74	22.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	138,654.55	144,396.84	4.1%
2) Classified Salaries		2000-2999	11,367.63	49,346.78	334.1%
3) Employee Benefits		3000-3999	51,597.33	67,544.56	30.9%
4) Books and Supplies		4000-4999	34,760.68	29,019.56	-16.5%
5) Services and Other Operating Expenditures		5000-5999	(24,188.26)	25,385.42	-204.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	8,426.42	8,769.57	4.1%
9) TOTAL, EXPENDITURES			220,618.35	324,462.73	47.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			22,687.18	(26,194.99)	-215.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	71,253.18	0.00	-100.0%
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			71,253.18	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			93,940.36	(26,194.99)	-127.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	93,940.36	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	93,940.36	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	93,940.36	New
2) Ending Balance, June 30 (E + F1e)			93,940.36	67,745.37	-27.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	15,903.11	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	98,940.36		
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	10,000.00		
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			108,940.36		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	15,000.00		
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			15,000.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			93,940.36		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	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%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	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%
OTHER STATE REVENUE					
Other State Apportionments					
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%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	10,142.00	10,014.00	-1.3%
TOTAL, OTHER STATE REVENUE			10,142.00	10,014.00	-1.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	2,494.14	24.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	52,285.00	97,548.60	86.6%
Interagency Services		8677	176,180.00	184,161.00	4.5%
Other Local Revenue					
All Other Local Revenue		8699	2,698.53	4,050.00	50.1%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			233,163.53	288,253.74	23.6%
TOTAL, REVENUES			243,305.53	298,267.74	22.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	87,330.55	88,775.88	1.7%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	51,324.00	55,620.96	8.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			138,654.55	144,396.84	4.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	11,367.63	49,346.78	334.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			11,367.63	49,346.78	334.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	31,937.20	32,030.75	0.3%
PERS		3201-3202	1,404.74	8,842.93	529.5%
OASDI/Medicare/Alternative		3301-3302	6,423.81	7,718.63	20.2%
Health and Welfare Benefits		3401-3402	7,001.42	11,704.80	67.2%
Unemployment Insurance		3501-3502	73.95	107.76	45.7%
Workers' Compensation		3601-3602	2,490.42	3,573.87	43.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	2,265.79	3,565.82	57.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			51,597.33	67,544.56	30.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	29,811.96	22,557.64	-24.3%
Noncapitalized Equipment		4400	4,948.72	6,461.92	30.6%
TOTAL, BOOKS AND SUPPLIES			34,760.68	29,019.56	-16.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,022.17	6,317.00	109.0%
Dues and Memberships		5300	2,900.00	2,900.00	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	1,200.00	1,200.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(76,733.87)	(21,200.00)	-72.4%
Professional/Consulting Services and Operating Expenditures		5800	45,181.09	35,928.42	-20.5%
Communications		5900	242.35	240.00	-1.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(24,188.26)	25,385.42	-204.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
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					
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	8,426.42	8,769.57	4.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			8,426.42	8,769.57	4.1%
TOTAL, EXPENDITURES			220,618.35	324,462.73	47.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	71,253.18	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			71,253.18	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
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)			71,253.18	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	10,142.00	10,014.00	-1.3%
4) Other Local Revenue		8600-8799	233,163.53	288,253.74	23.6%
5) TOTAL, REVENUES			243,305.53	298,267.74	22.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		121,610.47	166,827.68	37.2%
2) Instruction - Related Services	2000-2999		82,280.06	139,923.16	70.1%
3) Pupil Services	3000-3999		8,301.40	8,942.32	7.7%
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		8,426.42	8,769.57	4.1%
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			220,618.35	324,462.73	47.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			22,687.18	(26,194.99)	-215.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	71,253.18	0.00	-100.0%
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			71,253.18	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			93,940.36	(26,194.99)	-127.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	93,940.36	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	93,940.36	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	93,940.36	New
2) Ending Balance, June 30 (E + F1e)			93,940.36	67,745.37	-27.9%
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	78,037.25	67,745.37	-13.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	15,903.11	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 Estimated Actuals	2024-25 Budget
6391	Adult Education Program	6,635.00	0.00
9010	Other Restricted Local	71,402.25	67,745.37
Total, Restricted Balance		78,037.25	67,745.37

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	239,312.37	239,878.00	0.2%
3) Other State Revenue		8300-8599	809,017.97	1,006,071.34	24.4%
4) Other Local Revenue		8600-8799	384,365.90	379,317.21	-1.3%
5) TOTAL, REVENUES			1,432,696.24	1,625,266.55	13.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	25,452.84	46,414.38	82.4%
2) Classified Salaries		2000-2999	321,725.89	396,237.14	23.2%
3) Employee Benefits		3000-3999	181,504.50	233,614.39	28.7%
4) Books and Supplies		4000-4999	20,419.24	30,985.13	51.7%
5) Services and Other Operating Expenditures		5000-5999	803,529.20	826,249.73	2.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	85,809.07	88,100.53	2.7%
9) TOTAL, EXPENDITURES			1,438,440.74	1,621,601.30	12.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,744.50)	3,665.25	-163.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,744.50)	3,665.25	-163.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	199,819.78	194,075.28	-2.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			199,819.78	194,075.28	-2.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			199,819.78	194,075.28	-2.9%
2) Ending Balance, June 30 (E + F1e)			194,075.28	197,740.53	1.9%
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	5,299.08	5,299.08	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	188,776.20	192,441.45	1.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	102,437.31		
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	98,410.28		
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			200,847.59		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	6,772.31		
6) TOTAL, LIABILITIES			6,772.31		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			194,075.28		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	239,312.37	239,878.00	0.2%
TOTAL, FEDERAL REVENUE			239,312.37	239,878.00	0.2%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	809,017.97	1,006,071.34	24.4%
TOTAL, OTHER STATE REVENUE			809,017.97	1,006,071.34	24.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	3,665.25	New
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%
Interagency Services		8677	45,648.66	39,500.00	-13.5%
All Other Fees and Contracts		8689	338,717.24	336,151.96	-0.8%
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			384,365.90	379,317.21	-1.3%
TOTAL, REVENUES			1,432,696.24	1,625,266.55	13.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	25,452.84	46,414.38	82.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			25,452.84	46,414.38	82.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	108,376.16	168,760.35	55.7%
Classified Supervisors' and Administrators' Salaries		2300	121,104.00	124,701.00	3.0%
Clerical, Technical and Office Salaries		2400	92,245.73	102,775.79	11.4%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			321,725.89	396,237.14	23.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	40,534.48	47,417.29	17.0%
PERS		3201-3202	53,525.96	73,450.55	37.2%
OASDI/Medicare/Alternative		3301-3302	4,693.88	5,986.84	27.5%
Health and Welfare Benefits		3401-3402	71,617.72	92,735.25	29.5%
Unemployment Insurance		3501-3502	161.75	206.27	27.5%
Workers' Compensation		3601-3602	5,763.20	7,348.00	27.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	5,207.51	6,470.19	24.2%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			181,504.50	233,614.39	28.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	225.93	0.00	-100.0%
Materials and Supplies		4300	18,009.92	30,985.13	72.0%
Noncapitalized Equipment		4400	2,183.39	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			20,419.24	30,985.13	51.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	7,581.00	19,500.00	157.2%
Travel and Conferences		5200	18,085.64	31,775.00	75.7%
Dues and Memberships		5300	850.00	1,000.00	17.6%
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	2,671.23	6,183.03	131.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	18,467.43	18,468.43	0.0%
Professional/Consulting Services and Operating Expenditures		5800	753,082.16	746,023.27	-0.9%
Communications		5900	2,791.74	3,300.00	18.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			803,529.20	826,249.73	2.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	85,809.07	88,100.53	2.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			85,809.07	88,100.53	2.7%
TOTAL, EXPENDITURES			1,438,440.74	1,621,601.30	12.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
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
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	239,312.37	239,878.00	0.2%
3) Other State Revenue		8300-8599	809,017.97	1,006,071.34	24.4%
4) Other Local Revenue		8600-8799	384,365.90	379,317.21	-1.3%
5) TOTAL, REVENUES			1,432,696.24	1,625,266.55	13.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		4,018.89	4,632.42	15.3%
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		1,348,612.78	1,528,868.35	13.4%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		85,809.07	88,100.53	2.7%
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			1,438,440.74	1,621,601.30	12.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,744.50)	3,665.25	-163.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,744.50)	3,665.25	-163.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	199,819.78	194,075.28	-2.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			199,819.78	194,075.28	-2.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			199,819.78	194,075.28	-2.9%
2) Ending Balance, June 30 (E + F1e)			194,075.28	197,740.53	1.9%
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	5,299.08	5,299.08	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	188,776.20	192,441.45	1.9%
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
	9010	Other Restricted Local	5,299.08	5,299.08
Total, Restricted Balance			5,299.08	5,299.08

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	60,000.00	60,000.00	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	57,000.00	57,000.00	0.0%
5) TOTAL, REVENUES			117,000.00	117,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	11,400.00	75,000.00	557.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			11,400.00	75,000.00	557.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			105,600.00	42,000.00	-60.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			105,600.00	42,000.00	-60.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,140,952.35	2,246,552.35	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,140,952.35	2,246,552.35	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,140,952.35	2,246,552.35	4.9%
2) Ending Balance, June 30 (E + F1e)			2,246,552.35	2,288,552.35	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,246,552.35	2,288,552.35	1.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,246,552.35		
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			2,246,552.35		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,246,552.35		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	60,000.00	60,000.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			60,000.00	60,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	57,000.00	57,000.00	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			57,000.00	57,000.00	0.0%
TOTAL, REVENUES			117,000.00	117,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

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%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,400.00	45,000.00	294.7%
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	30,000.00	New
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,400.00	75,000.00	557.9%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			11,400.00	75,000.00	557.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
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
A. REVENUES					
1) LCFF Sources		8010-8099	60,000.00	60,000.00	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	57,000.00	57,000.00	0.0%
5) TOTAL, REVENUES			117,000.00	117,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		11,400.00	75,000.00	557.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			11,400.00	75,000.00	557.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			105,600.00	42,000.00	-60.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			105,600.00	42,000.00	-60.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,140,952.35	2,246,552.35	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,140,952.35	2,246,552.35	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,140,952.35	2,246,552.35	4.9%
2) Ending Balance, June 30 (E + F1e)			2,246,552.35	2,288,552.35	1.9%
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	2,246,552.35	2,288,552.35	1.9%
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
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,815.63	48,815.63	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200.00	129.87	-35.1%
5) TOTAL, REVENUES			49,015.63	48,945.50	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	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	42,015.63	41,945.50	-0.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			42,015.63	41,945.50	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,000.00	7,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,000.00	7,000.00	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			(7,000.00)	(7,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Forest Reserve Funds		8260	48,815.63	48,815.63	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			48,815.63	48,815.63	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	200.00	129.87	-35.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			200.00	129.87	-35.1%
TOTAL, REVENUES			49,015.63	48,945.50	-0.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	42,015.63	41,945.50	-0.2%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			42,015.63	41,945.50	-0.2%
TOTAL, EXPENDITURES			42,015.63	41,945.50	-0.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	7,000.00	7,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,000.00	7,000.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,815.63	48,815.63	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200.00	129.87	-35.1%
5) TOTAL, REVENUES			49,015.63	48,945.50	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	42,015.63	41,945.50	-0.2%
10) TOTAL, EXPENDITURES			42,015.63	41,945.50	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,000.00	7,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,000.00	7,000.00	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			(7,000.00)	(7,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	6,000.00	5,000.00	-16.7%
5) TOTAL, REVENUES			6,000.00	5,000.00	-16.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,000.00	5,000.00	-16.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	35,916.34	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			(35,916.34)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(29,916.34)	5,000.00	-116.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	211,516.67	181,600.33	-14.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			211,516.67	181,600.33	-14.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			211,516.67	181,600.33	-14.1%
2) Ending Balance, June 30 (E + F1e)			181,600.33	186,600.33	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	181,600.33	186,600.33	2.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	181,600.33		
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			181,600.33		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			181,600.33		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6,000.00	5,000.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,000.00	5,000.00	-16.7%
TOTAL, REVENUES			6,000.00	5,000.00	-16.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	35,916.34	0.00	-100.0%
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			35,916.34	0.00	-100.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			(35,916.34)	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,000.00	5,000.00	-16.7%
5) TOTAL, REVENUES			6,000.00	5,000.00	-16.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,000.00	5,000.00	-16.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	35,916.34	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			(35,916.34)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(29,916.34)	5,000.00	-116.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	211,516.67	181,600.33	-14.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			211,516.67	181,600.33	-14.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			211,516.67	181,600.33	-14.1%
2) Ending Balance, June 30 (E + F1e)			181,600.33	186,600.33	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	181,600.33	186,600.33	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	1,941,690.08	0.00	-100.0%
4) Other Local Revenue		8600-8799	64,000.00	59,608.99	-6.9%
5) TOTAL, REVENUES			2,005,690.08	59,608.99	-97.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,872.03	3,800.56	-22.0%
6) Capital Outlay		6000-6999	11,760.00	32,510.00	176.4%
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	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			16,632.03	36,310.56	118.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,989,058.05	23,298.43	-98.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,350,000.00	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			(2,350,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(360,941.95)	23,298.43	-106.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,501,358.27	1,140,416.32	-24.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,501,358.27	1,140,416.32	-24.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,501,358.27	1,140,416.32	-24.0%
2) Ending Balance, June 30 (E + F1e)			1,140,416.32	1,163,714.75	2.0%
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	1,140,416.32	1,163,714.75	2.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,152,346.09		
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	42,172.90		
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			2,194,518.99		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	521,123.63		
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	498,880.69		
6) TOTAL, LIABILITIES			1,020,004.32		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	34,098.35		
2) TOTAL, DEFERRED INFLOWS			34,098.35		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			1,140,416.32		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	1,941,690.08	0.00	-100.0%
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			1,941,690.08	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	64,000.00	59,608.99	-6.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			64,000.00	59,608.99	-6.9%
TOTAL, REVENUES			2,005,690.08	59,608.99	-97.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
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
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	4,872.03	3,800.56	-22.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,872.03	3,800.56	-22.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	3,500.00	3,500.00	0.0%
Buildings and Improvements of Buildings		6200	8,260.00	29,010.00	251.2%
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			11,760.00	32,510.00	176.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			16,632.03	36,310.56	118.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	2,350,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,350,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
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%
CONTRIBUTIONS					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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 + e)			(2,350,000.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,941,690.08	0.00	-100.0%
4) Other Local Revenue		8600-8799	64,000.00	59,608.99	-6.9%
5) TOTAL, REVENUES			2,005,690.08	59,608.99	-97.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		16,632.03	36,310.56	118.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			16,632.03	36,310.56	118.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			1,989,058.05	23,298.43	-98.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,350,000.00	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			(2,350,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(360,941.95)	23,298.43	-106.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,501,358.27	1,140,416.32	-24.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,501,358.27	1,140,416.32	-24.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,501,358.27	1,140,416.32	-24.0%
2) Ending Balance, June 30 (E + F1e)			1,140,416.32	1,163,714.75	2.0%
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					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,140,416.32	1,163,714.75	2.0%
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
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	3,500.00	3,658.01	4.5%
5) TOTAL, REVENUES			3,500.00	3,658.01	4.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,500.00	3,658.01	4.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,500.00	3,658.01	4.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	134,659.18	138,159.18	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,659.18	138,159.18	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,659.18	138,159.18	2.6%
2) Ending Balance, June 30 (E + F1e)			138,159.18	141,817.19	2.6%
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					
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	138,159.18	141,817.19	2.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	138,159.18		
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			138,159.18		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			138,159.18		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,500.00	3,658.01	4.5%
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			3,500.00	3,658.01	4.5%
TOTAL, REVENUES			3,500.00	3,658.01	4.5%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
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%	
BOOKS AND SUPPLIES						
Books and Other Reference Materials		4200	0.00	0.00	0.0%	
Materials and Supplies		4300	0.00	0.00	0.0%	
Noncapitalized Equipment		4400	0.00	0.00	0.0%	
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%	
SERVICES AND OTHER OPERATING EXPENDITURES						
Subagreements for Services		5100	0.00	0.00	0.0%	
Travel and Conferences		5200	0.00	0.00	0.0%	
Insurance		5400-5450	0.00	0.00	0.0%	
Operations and Housekeeping Services		5500	0.00	0.00	0.0%	
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%	
Transfers of Direct Costs		5710	0.00	0.00	0.0%	
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%	
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%	
Communications		5900	0.00	0.00	0.0%	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%	
CAPITAL OUTLAY						
Land		6100	0.00	0.00	0.0%	
Land Improvements		6170	0.00	0.00	0.0%	
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%	
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%	
Equipment		6400	0.00	0.00	0.0%	
Equipment Replacement		6500	0.00	0.00	0.0%	
Lease Assets		6600	0.00	0.00	0.0%	
Subscription Assets		6700	0.00	0.00	0.0%	
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%	
OTHER OUTGO (excluding Transfers of Indirect Costs)						
Other Transfers Out						
Transfers of Pass-Through Revenues						
To Districts or Charter Schools			7211	0.00	0.00	0.0%
To County Offices			7212	0.00	0.00	0.0%
To JPAs			7213	0.00	0.00	0.0%
All Other Transfers Out to All Others			7299	0.00	0.00	0.0%
Debt Service						
Debt Service - Interest			7438	0.00	0.00	0.0%
Other Debt Service - Principal			7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)				0.00	0.00	0.0%
TOTAL, EXPENDITURES				0.00	0.00	0.0%
INTERFUND TRANSFERS						
INTERFUND TRANSFERS IN						
From: General Fund/CSSF			8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In			8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN				0.00	0.00	0.0%
INTERFUND TRANSFERS OUT						
To: General Fund/CSSF			7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund			7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out			7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT				0.00	0.00	0.0%
OTHER SOURCES/USES						
SOURCES						
Proceeds						
Proceeds from Disposal of Capital Assets			8953	0.00	0.00	0.0%
Other Sources						
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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					
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
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	3,658.01	4.5%
5) TOTAL, REVENUES			3,500.00	3,658.01	4.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			3,500.00	3,658.01	4.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,500.00	3,658.01	4.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	134,659.18	138,159.18	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,659.18	138,159.18	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,659.18	138,159.18	2.6%
2) Ending Balance, June 30 (E + F1e)			138,159.18	141,817.19	2.6%
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	138,159.18	141,817.19	2.6%
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 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	21,703.31	0.00	-100.0%
5) TOTAL, REVENUES			21,703.31	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			21,703.31	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,096,088.34	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			(1,096,088.34)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,074,385.03)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,074,385.03	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,074,385.03	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,074,385.03	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	21,703.31	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			21,703.31	0.00	-100.0%
TOTAL, REVENUES			21,703.31	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	1,096,088.34	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,096,088.34	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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)			(1,096,088.34)	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	21,703.31	0.00	-100.0%
5) TOTAL, REVENUES			21,703.31	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			21,703.31	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,096,088.34	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			(1,096,088.34)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,074,385.03)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,074,385.03	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,074,385.03	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,074,385.03	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	65,196.15	73,872.00	13.3%
5) TOTAL, REVENUES			65,196.15	73,872.00	13.3%
B. EXPENSES					
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	250.00	250.00	0.0%
5) Services and Other Operating Expenses		5000-5999	70,253.44	73,622.00	4.8%
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			70,503.44	73,872.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,307.29)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	818.51	0.00	-100.0%
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			818.51	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(4,488.78)	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	5,934.52	1,445.74	-75.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,934.52	1,445.74	-75.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			5,934.52	1,445.74	-75.6%
2) Ending Net Position, June 30 (E + F1e)			1,445.74	1,445.74	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,445.74	1,445.74	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(3,708.32)		
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	5,154.06		
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			1,445.74		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) 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		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			1,445.74		
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
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					
All Other Fees and Contracts		8689	65,196.15	73,872.00	13.3%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			65,196.15	73,872.00	13.3%
TOTAL, REVENUES			65,196.15	73,872.00	13.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	250.00	250.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			250.00	250.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
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	8,287.93	8,702.33	5.0%
Operations and Housekeeping Services		5500	36,142.00	42,000.00	16.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,046.51	8,107.36	-26.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	5,900.00	5,900.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	7,700.00	7,700.00	0.0%
Communications		5900	1,177.00	1,212.31	3.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			70,253.44	73,622.00	4.8%
DEPRECIATION AND AMORTIZATION					
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			70,503.44	73,872.00	4.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	818.51	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			818.51	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
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			818.51	0.00	-100.0%
(a-b+e)			818.51	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	65,196.15	73,872.00	13.3%
5) TOTAL, REVENUES			65,196.15	73,872.00	13.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		70,503.44	73,872.00	4.8%
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			70,503.44	73,872.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,307.29)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	818.51	0.00	-100.0%
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			818.51	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(4,488.78)	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	5,934.52	1,445.74	-75.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,934.52	1,445.74	-75.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			5,934.52	1,445.74	-75.6%
2) Ending Net Position, June 30 (E + F1e)			1,445.74	1,445.74	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,445.74	1,445.74	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Net Position		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE 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	248,000.00	248,665.01	0.3%
5) TOTAL, REVENUES			248,000.00	248,665.01	0.3%
B. EXPENSES					
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	80,000.00	80,000.00	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			80,000.00	80,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			168,000.00	168,665.01	0.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			168,000.00	168,665.01	0.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,083,341.71	1,251,341.71	15.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,083,341.71	1,251,341.71	15.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,083,341.71	1,251,341.71	15.5%
2) Ending Net Position, June 30 (E + F1e)			1,251,341.71	1,420,006.72	13.5%
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	1,251,341.71	1,420,006.72	13.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,056,419.71		
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			2,056,419.71		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	805,078.00		
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			805,078.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			1,251,341.71		
OTHER STATE REVENUE					
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%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	52,000.00	52,665.01	1.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	196,000.00	196,000.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			248,000.00	248,665.01	0.3%
TOTAL, REVENUES			248,000.00	248,665.01	0.3%
CERTIFICATED SALARIES					
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%
CLASSIFIED SALARIES					
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%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
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	80,000.00	80,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			80,000.00	80,000.00	0.0%
DEPRECIATION AND AMORTIZATION					
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			80,000.00	80,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			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+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	248,000.00	248,665.01	0.3%
5) TOTAL, REVENUES			248,000.00	248,665.01	0.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		80,000.00	80,000.00	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			80,000.00	80,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			168,000.00	168,665.01	0.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			168,000.00	168,665.01	0.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,083,341.71	1,251,341.71	15.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,083,341.71	1,251,341.71	15.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,083,341.71	1,251,341.71	15.5%
2) Ending Net Position, June 30 (E + F1e)			1,251,341.71	1,420,006.72	13.5%
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	1,251,341.71	1,420,006.72	13.5%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Net Position		0.00	0.00