



Rancho Santa Fe School District

P.O. Box 809, Rancho Santa Fe, CA 92067 (858) 756-1141 Fax (858) 759-0912 <http://rsfschool.net>

Board of Trustees

President
Jee Manghani

Vice-President
Kerry Vinci

Clerk
Kate Butler

Member
Paul Seitz

Member
Annette Ross

Superintendent
Kim Pinkerton

Board of Trustees
Regular Meeting
June 10, 2025
1:00 P.m. Open Session

MEMBERS PRESENT:

Mr. Jee Manghani, President
Mr. Kerry Vinci, Vice President
Ms. Kate Butler, Clerk
Ms. Annette Ross, Member
Mr. Paul Seitz, Member

- I. Called To Order at 1:01 p.m.
- II. Pledge of Allegiance
- III. Public Comment

All of the Board members present (President Manghani, Member Butler, Member Seitz, Member Ross) and Superintendent Pinkerton addressed the passing of former Board member Rose Rohatgi and gave comments honoring her life, service to the District, and dedication to the District's students.

- IV. PUBLIC HEARING in accordance with Education Code Section 52062(b)(1) covering the draft of the Local Control and Accountability Plan (LCAP) for the Rancho Santa Fe School District for 2024-2027.

No Public Comments.

- V. PUBLIC HEARING: In accordance with Education Code Section 42127(a), you are hereby notified of the preparation of the proposed Annual Financial and Budget Report of the Rancho Santa Fe School District for the fiscal year 2025-2026.

No Public Comments.

- VI. PUBLIC HEARING in accordance with Education Code Section 42127(a)(2)(B), you are hereby notified of the preparation of a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the Annual Financial and Budget Report of the Rancho Santa Fe School District for the fiscal year 2025-2026.

No Public Comments.

- VII. Presentations

A. Presentation by Woolpert regarding Rancho Santa Fe School District Enrollment Projections.

- B. Presentation regarding the 2025 LCAP and Budget Overview for Parents by Superintendent, Kim Pinkerton and Chief Business Officer, Allison Oppeltz.
- C. Presentation regarding the 2025-2026 Annual Financial and Budget Report including Statement of Excess Reserves by Chief Business Officer, Allison Oppeltz.

VIII. Minutes

- A. Approved Minutes of Regular Meeting on May 13, 2025.

Motion: Member Seitz
Second: Vice President Vinci
Carried: 5-0

IX. Superintendent's Report

Good afternoon, Board members. I'd like to provide you with an update on several key items and a reflection on the wonderful close to our academic year.

Our Technology Department is actively engaged in enhancing our campus security. They are currently addressing our access control systems, and we're pleased that Charter Tech has begun the crucial work of rewiring our buildings. This significant undertaking aims to mitigate the door access situation and ensure a safer environment for everyone.

In academic planning, we are in the final stages of completing our Local Control and Accountability Plan (LCAP). We are also working diligently on the LCAP local indicators to ensure they accurately reflect our district's progress and priorities. Additionally, our Instructional Continuity Plan is being developed as a vital component of our Comprehensive School Safety Plan, which will outline our strategies for maintaining learning in unforeseen circumstances.

To support our operational efficiency and staffing needs, we are currently focused on refining several job descriptions, which we anticipate bringing before the Board for your review and approval in the near future.

Finally, I want to take a moment to reflect on the truly special end-of-year celebrations we just experienced. Our Kindergarten Promotion was heartwarming, and the 5th Grade Promotion in the PAC was a remarkable event, highlighted by truly amazing student speakers and performances that showcased their talents and growth. To cap it all off, our 8th Grade Promotion was a joyous occasion where the sun even made an appearance to celebrate our promoting students. The close of the school year was filled with an incredibly positive vibe, loads of smiles, and a sense of pride in our students' achievements.

Thank you for a fantastic first year. I've truly appreciated your support and collaboration, and I'm very much looking forward to next year as we serve our students, staff, and community by empowering leaders, nurturing community, and shaping a better future together.

X. Discussion/Action

- A. Approved contract with Best Buddies Organization for the 2025-2026 school year at no cost to the District.

Motion: Member Seitz
Second: Vice President Vinci
Carried: 5-0

- B. Information Only: 2025-2026 Excess Minimum Reserve Requirement.
- C. Information Only: Purchase Orders Approved by the Superintendent Pursuant to Board Policy 3001, Expenditures and Purchases.
- D. Approved Resolution 0611257 Permanent Transfer of \$718,847.10 from Special Reserves to General Fund for Capital Outlay.

Motion: Member Ross
 Second: Vice President Vinci
 Carried: 5-0

XI. Consent Calendar

- ~~A. Approved renewal quote from Noredink effective July 1, 2025 through June 30, 2026, not to exceed \$3,761.10.~~
- ~~B. Approved renewal quote from Exemplars July 1, 2025 through June 30, 2026, not to exceed \$1,120.00.~~
- C. Approved renewal quote from BDJ Tech for SMART software July 1, 2025 through June 30, 2026, not to exceed \$2,484.00.
- D. Approved Open Purchase Order for Amazon not to exceed \$6,000.00.
- E. Approved Open Purchase Order for Southwest School Supply not to exceed \$11,000.00.
- F. Approved Purchase Order from Printer Repair Depot for \$181.98
- G. Approved Purchase Order from William Sadlier for \$1,742.81.
- H. Approved Purchase Order from Uline for \$474.02.
- I. Approved Purchase Order from Scholastic Magazine for \$968.75.
- ~~J. Approved Purchase Order from SAVVAS for \$6,468.70.~~
- K. Approved Purchase Order from Office Solutions for \$500.00.
- L. Approved Purchase Order from Spiral Binding for \$1,277.73
- M. Approved Renewal Quote with BorderLan for Lightspeed effective July 1, 2025 through June 30, 2026 not to exceed \$4,350.67.
- N. Approved One-Time Vacation Benefit Payout for Employee # 8390 in the amount of \$2,019.87.
- O. Approved Purchase Order for Department of Toxic Substance for \$1,041.01.
- P. Approved Purchase Order for Kelly Spicers for \$2,902.24.
- Q. Approved Purchase Order for Amazon for \$1,100.00.
- R. Approved Open PO for AR Vertebrate Pest Control for Fiscal Year 2025-2026 not to exceed \$4,000.00.
- S. Approved Purchase Order for Amazon not to exceed \$2,362.00.

A motion was made to approve the Consent Calendar except Items A, B & J

Motion: Member Seitz
 Second: Vice President Vinci
 Carried: 5-0

Items Removed From Consent Calendar

Approved renewal quote from Noredink effective July 1, 2025 through June 30, 2026, not to exceed \$3,761.10.

Motion: Clerk Butler
 Second: Member Ross
 Carried: 5-0

Approved renewal quote from Exemplars July 1, 2025 through June 30, 2026, not to exceed \$1,120.00.

Motion: Vice President Vinci
Second: Clerk Butler
Carried: 5-0

Approved Purchase Order from SAVVAS for \$6,468.70.

Motion: Member Ross
Second: Member Seitz
Carried: 5-0

- X. Adjourned to Closed Session at 3:05 p.m.
- XI. Closed Session
 - A. Superintendent's Evaluation – Pursuant to Government Code Section 54957.
 - B. Conference with Labor Negotiator - Agency Negotiator: Kim Pinkerton and Allison Oppeltz; Employee Organization: Rancho Santa Fe Faculty Association - Pursuant to Government Code Section 54957.6.
- XII. Adjourned at 4:56 p.m.

RANCHO SANTA FE SCHOOL DISTRICT

2024-2025 Estimated Actuals 2025-2026 Budget Proposal

**June 10, 2025 - Public Hearing
June 17, 2025 - Adoption**



Certifications

Certification of Budget Adoption

Workers' Compensation Certification



ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Rancho Santa Fe School District
Date: June 5, 2025

Public Hearing:

Place: Rancho Santa Fe School District
Date: June 10, 2025
Time: 1:00 pm

Adoption Date: June 17, 2025
Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Printed Name: Karen "Kate" Butler Title: RSFSD School Board Clerk

Contact person for additional information on the budget reports:

Name: Allison Oppeltz
Title: CBO

Telephone: 858-741-1141
E-mail: aoppeltz@rsf.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X

Budget, July 1
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School District Certification

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Form CB
G8BGZEH1NB(2025-26)

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.		X
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/17/2025	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

☒ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

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

Signed

Date of Meeting: June 17, 2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Karen "Kate" Butler

Title: RSFSD School Board Clerk

For additional information on this certification, please contact:

Name: Allison Oppeltz

Title: CBO

Telephone: 858-741-1141

E-mail: aoppeltz@rsf.k12.ca.us

Fund 01

General Fund



Description			Resource Codes		Object Codes	2024-25 Estimated Actuals			2025-26 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	13,262,939.67	50,001.00	13,312,940.67	13,774,802.00	49,908.00	13,824,710.00	3.8%			
2) Federal Revenue		8100-8299	0.00	185,511.00	185,511.00	0.00	206,637.00	206,637.00	11.4%			
3) Other State Revenue		8300-8599	113,436.13	875,394.49	988,830.62	278,064.88	817,901.06	1,095,965.94	10.8%			
4) Other Local Revenue		8600-8799	1,420,000.00	382,639.00	1,802,639.00	1,320,000.00	374,708.00	1,694,708.00	-6.0%			
5) TOTAL, REVENUES			14,796,375.80	1,493,545.49	16,289,921.29	15,372,866.88	1,449,154.06	16,822,020.94	3.3%			
B. EXPENDITURES												
1) Certificated Salaries		1000-1999	5,579,692.43	1,325,342.92	6,905,035.35	5,877,496.73	997,144.19	6,874,640.92	-0.4%			
2) Classified Salaries		2000-2999	2,103,830.66	1,032,552.99	3,136,383.65	2,292,064.69	967,689.00	3,259,753.69	3.9%			
3) Employee Benefits		3000-3999	2,986,878.36	1,318,595.97	4,305,474.33	3,221,443.17	1,506,332.68	4,727,775.85	9.8%			
4) Books and Supplies		4000-4999	489,860.75	79,932.74	569,793.49	429,848.87	100,790.13	530,639.00	-6.9%			
5) Services and Other Operating Expenditures		5000-5999	1,567,860.08	453,484.51	2,021,344.59	1,582,825.00	455,088.00	2,037,913.00	0.8%			
6) Capital Outlay		6000-6999	718,847.10	0.00	718,847.10	0.00	0.00	0.00	-100.0%			
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	9,086.00	0.00	9,086.00	9,086.00	0.00	9,086.00	0.0%			
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%			
9) TOTAL, EXPENDITURES			13,456,055.38	4,209,909.13	17,665,964.51	13,412,764.46	4,027,044.00	17,439,808.46	-1.3%			
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)												
			1,340,320.42	(2,716,363.64)	(1,376,043.22)	1,960,102.42	(2,577,899.94)	(617,787.52)	-55.1%			
D. OTHER FINANCING SOURCES/USES												
1) Interfund Transfers												
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%			
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%			
2) Other Sources/Uses												
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%			
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%			
3) Contributions		8980-8999	(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%			
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%			
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)												
			(852,975.35)	(523,067.87)	(1,376,043.22)	(322,790.45)	(294,997.07)	(617,787.52)	-55.1%			
F. FUND BALANCE, RESERVES												
1) Beginning Fund Balance												
a) As of July 1 - Unaudited	9791		2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%			
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%			

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
2) Ending Balance, June 30 (E + F1e)			1,518,912.34	348,204.20	1,867,116.54	1,196,121.89	53,207.13	1,249,329.02	-33.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	348,204.20	348,204.20	0.00	53,207.43	53,207.43	-84.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,518,912.34	0.00	1,518,912.34	1,196,121.89	(30)	1,196,121.59	-21.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment		8011	157,463.00	0.00	157,463.00	157,463.00	0.00	157,463.00	0.0%
State Aid - Current Year		8012	107,664.00	0.00	107,664.00	101,792.00	0.00	101,792.00	-5.5%
Education Protection Account State Aid - Current Year		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years									
Tax Relief Subventions		8021	56,503.00	0.00	56,503.00	58,765.00	0.00	58,765.00	4.0%
Homeowners' Exemptions		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
County & District Taxes		8041	12,515,227.00	0.00	12,515,227.00	13,013,641.00	0.00	13,013,641.00	4.0%
Secured Roll Taxes		8042	426,082.67	0.00	426,082.67	443,141.00	0.00	443,141.00	4.0%
Unsecured Roll Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment									
Subtotal, LCFF Sources			13,262,939.67	0.00	13,262,939.67	13,774,802.00	0.00	13,774,802.00	3.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	50,001.00	50,001.00	0.00	49,908.00	49,908.00	-0.2%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			13,262,939.67	50,001.00	13,312,940.67	13,774,802.00	49,908.00	13,824,710.00	3.8%
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	119,737.00	119,737.00	0.00	140,738.00	140,738.00	17.5%
Special Education Discretionary Grants		8182	0.00	11,254.00	11,254.00	0.00	12,794.00	12,794.00	13.7%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		48,611.00	48,611.00		47,196.00	47,196.00	-2.9%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		5,909.00	5,909.00		5,909.00	5,909.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	185,511.00	185,511.00	0.00	206,637.00	206,637.00	11.4%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	19,471.00	0.00	19,471.00	19,471.00	0.00	19,471.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	91,799.13	41,517.82	133,316.95	91,427.88	38,914.06	130,341.94	-2.2%
Tax Relief Subventions									
Restricted Levies - Other		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/in-Lieu Taxes									
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		24,678.00	24,678.00		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, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		66,881.00	66,881.00		57,000.00	57,000.00	-14.8%
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	2,166.00	742,317.67	744,483.67	167,166.00	721,987.00	889,153.00	19.4%
TOTAL, OTHER STATE REVENUE			113,436.13	875,394.49	988,830.62	278,064.88	817,901.06	1,095,965.94	10.8%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	0.0%
Interest		8660	120,000.00	0.00	120,000.00	120,000.00	0.00	120,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,100,000.00	0.00	1,100,000.00	1,000,000.00	0.00	1,000,000.00	-9.1%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8761-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers	6500	8791		0.00	0.00		0.00	0.00	0.0%
From Districts or Charter Schools	6500	8792		382,639.00	382,639.00		374,708.00	374,708.00	-2.1%
From County Offices	6500	8793		0.00	0.00		0.00	0.00	0.0%
From JPAs									
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			1,420,000.00	382,639.00	1,802,639.00	1,320,000.00	374,708.00	1,694,708.00	-6.0%
TOTAL, REVENUES			14,796,375.80	1,493,545.49	16,289,921.29	15,372,866.88	1,449,154.06	16,822,020.94	3.3%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,784,761.23	962,421.57	5,747,182.80	5,244,370.73	513,444.19	5,757,814.92	0.2%
Certificated Pupil Support Salaries		1200	66,818.70	204,439.46	271,258.16	0.00	187,561.00	187,561.00	-30.9%
Certificated Supervisors' and Administrators' Salaries		1300	728,112.50	158,481.89	886,594.39	633,126.00	296,139.00	929,265.00	4.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			5,579,692.43	1,325,342.92	6,905,035.35	5,877,496.73	997,144.19	6,874,640.92	-0.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	561,867.48	834,922.09	1,396,789.57	534,981.00	744,896.00	1,279,877.00	-8.4%
Classified Support Salaries		2200	335,625.60	0.00	335,625.60	421,271.00	0.00	421,271.00	25.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	139,440.63	139,440.63	0.00	147,800.00	147,800.00	6.0%
Clerical, Technical and Office Salaries		2400	743,122.15	0.00	743,122.15	811,629.69	0.00	811,629.69	9.2%
Other Classified Salaries		2900	463,215.43	58,190.27	521,405.70	524,183.00	74,993.00	599,176.00	14.9%
TOTAL, CLASSIFIED SALARIES			2,103,830.66	1,032,552.99	3,136,383.65	2,292,064.69	967,689.00	3,259,753.69	3.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,164,549.34	714,420.67	1,878,970.01	1,246,599.17	789,527.78	2,036,126.95	8.4%
PERS		3201-3202	564,325.27	244,648.81	808,974.08	560,789.00	258,018.58	818,807.58	1.2%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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)	
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	235,674.94	80,305.71	315,980.65	241,343.00	84,320.70	326,263.70	3.3%
Unemployment Insurance		3401-3402	805,426.00	247,368.08	1,052,794.08	969,100.00	343,200.00	1,312,300.00	24.6%
Workers' Compensation		3501-3502	4,038.91	861.33	4,900.24	4,067.00	875.90	4,942.90	0.9%
OPEB, Allocated		3601-3602	149,131.90	30,991.37	180,123.27	141,347.00	30,389.72	171,736.72	-4.7%
OPEB, Active Employees		3701-3702	63,732.00	0.00	63,732.00	57,598.00	0.00	57,598.00	-9.6%
Other Employee Benefits		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
			2,986,878.36	1,318,595.97	4,305,474.33	3,221,443.17	1,506,332.68	4,727,775.85	9.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	12,053.88	36,194.00	48,247.88	0.00	0.00	0.00	-100.0%
Books and Other Reference Materials		4200	28,479.54	6,338.74	34,818.28	35,289.87	14,257.13	49,546.00	42.3%
Materials and Supplies		4300	449,327.33	37,400.00	486,727.33	394,560.00	86,533.00	481,093.00	-1.2%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			489,860.75	79,932.74	569,793.49	429,848.87	100,790.13	530,639.00	-6.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	102,781.00	102,781.00	New
Travel and Conferences		5200	24,500.00	0.00	24,500.00	34,755.00	0.00	34,755.00	41.9%
Dues and Memberships		5300	9,500.00	0.00	9,500.00	22,650.00	0.00	22,650.00	138.4%
Insurance		5400 - 5450	144,576.50	0.00	144,576.50	156,426.00	0.00	156,426.00	8.2%
Operations and Housekeeping Services		5500	366,000.00	0.00	366,000.00	366,666.00	0.00	366,666.00	5.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,000.00	0.00	8,000.00	15,000.00	0.00	15,000.00	87.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,005,283.58	453,484.51	1,458,768.09	957,326.00	352,307.00	1,309,633.00	-10.2%
Communications		5900	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,567,860.08	453,484.51	2,021,344.59	1,582,825.00	455,088.00	2,037,913.00	0.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	142,752.54	0.00	142,752.54	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	538,212.56	0.00	538,212.56	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	37,882.00	0.00	37,882.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			718,847.10	0.00	718,847.10	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
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 Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		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	2,726.00	0.00	2,726.00	2,726.00	0.00	2,726.00	0.0%
Other Debt Service - Principal		7439	6,360.00	0.00	6,360.00	6,360.00	0.00	6,360.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			9,086.00	0.00	9,086.00	9,086.00	0.00	9,086.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			13,456,055.38	4,209,909.13	17,665,964.51	13,412,764.46	4,027,044.00	17,439,808.46	-1.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b + c - d + e)			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%

Description			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F		
			Function Codes	Object Codes	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	13,262,939.67		50,001.00		13,312,940.67	13,774,802.00	49,908.00	13,824,710.00	3.8%
2) Federal Revenue		8100-8299	0.00		185,511.00		185,511.00	0.00	206,637.00	206,637.00	11.4%
3) Other State Revenue		8300-8599	113,436.13		875,394.49		988,830.62	278,064.88	817,901.06	1,095,965.94	10.8%
4) Other Local Revenue		8600-8799	1,420,000.00		382,639.00		1,802,639.00	1,320,000.00	374,708.00	1,694,708.00	-6.0%
5) TOTAL REVENUES			14,796,375.80		1,493,545.49		16,289,921.29	15,372,866.88	1,449,154.06	16,822,020.94	3.3%
B. EXPENDITURES (Objects 1000-7999)											
1) Instruction	1000-1999		7,763,892.41		3,167,195.45		10,931,087.86	8,013,943.77	2,992,274.41	11,006,218.18	0.7%
2) Instruction - Related Services	2000-2999		1,038,526.25		26,032.03		1,064,558.28	929,497.00	30,020.81	959,517.81	-9.9%
3) Pupil Services	3000-3999		594,787.42		667,318.85		1,262,106.27	419,988.00	757,862.22	1,177,850.22	-6.7%
4) Ancillary Services	4000-4999		138,074.27		4,085.28		142,159.55	154,516.00	4,711.25	159,227.25	12.0%
5) Community Services	5000-5999		0.00		0.00		0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00		0.00		0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,400,276.72		25,865.89		2,426,142.61	2,637,068.69	24,937.41	2,662,006.10	9.7%
8) Plant Services	8000-8999		1,511,412.31		319,411.63		1,830,823.94	1,248,665.00	217,237.90	1,465,902.90	-19.9%
9) Other Outgo	9000-9999	Except 7600-7699	9,086.00		0.00		9,086.00	9,086.00	0.00	9,086.00	0.0%
10) TOTAL EXPENDITURES			13,456,055.38		4,209,909.13		17,665,964.51	13,412,764.46	4,027,044.00	17,439,808.46	-1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)											
			1,340,320.42		(2,716,363.64)		(1,376,043.22)	1,960,102.42	(2,577,889.94)	(617,787.52)	-55.1%
D. OTHER FINANCING SOURCES/USES											
1) Interfund Transfers											
a) Transfers In		8900-8929	0.00		0.00		0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00		0.00		0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses											
a) Sources		8930-8979	0.00		0.00		0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00		0.00		0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,193,295.77)		2,193,295.77		0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(2,193,295.77)		2,193,295.77		0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)											
			(852,975.35)		(623,067.87)		(1,376,043.22)	(322,790.45)	(294,997.07)	(617,787.52)	-55.1%
F. FUND BALANCE, RESERVES											
1) Beginning Fund Balance											
a) As of July 1 - Unaudited		9791	2,371,887.69		871,272.07		3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
2) Ending Balance, June 30 (E + F1e)			1,518,912.34	348,204.20	1,867,116.54	1,196,121.89	53,207.13	1,249,329.02	-33.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	348,204.20	348,204.20	0.00	53,207.43	53,207.43	-84.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,518,912.34	0.00	1,518,912.34	1,196,121.89	(30)	1,196,121.59	-21.3%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	50,207.17	50,207.17
6300	Lottery: Instructional Materials	30,322.07	0.00
6546	Mental Health-Related Services	198,884.26	.26
6547	Special Education Early Intervention Preschool Grant	17,815.70	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	47,975.00	0.00
9010	Other Restricted Local	3,000.00	3,000.00
Total, Restricted Balance		348,204.20	53,207.43

Fund 17

(Special Reserves)



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	125,000.00	120,000.00	-4.0%
5) TOTAL, REVENUES			125,000.00	120,000.00	-4.0%
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 (A 5 - B 9)			125,000.00	120,000.00	-4.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D 4)			125,000.00	120,000.00	-4.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,516,998.73	6,641,998.73	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,516,998.73	6,641,998.73	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,516,998.73	6,641,998.73	1.9%
2) Ending Balance, June 30 (E + F1e)			6,641,998.73	6,761,998.73	1.8%
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	6,641,998.73	6,761,998.73	1.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	125,000.00	120,000.00	-4.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			125,000.00	120,000.00	-4.0%
TOTAL, REVENUES			125,000.00	120,000.00	-4.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	125,000.00	120,000.00	-4.0%
5) TOTAL, REVENUES			125,000.00	120,000.00	-4.0%
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)			125,000.00	120,000.00	-4.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			125,000.00	120,000.00	-4.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,516,998.73	6,641,998.73	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,516,998.73	6,641,998.73	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,516,998.73	6,641,998.73	1.9%
2) Ending Balance, June 30 (E + F1e)			6,641,998.73	6,761,998.73	1.8%
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	6,641,998.73	6,761,998.73	1.8%
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	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

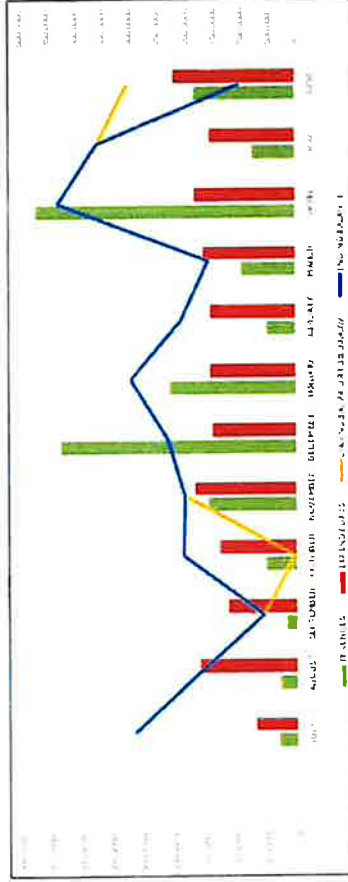
Supplemental Forms

- **Average Daily Attendance**
- **Cash flow**
- **Current Expense Formula for Minimum Classroom Expenditures - Actual**
- **Current Expense Formula for Minimum Classroom Expenditures - Budget**
- **LCFF Summary**
- **Multiyear Projections**



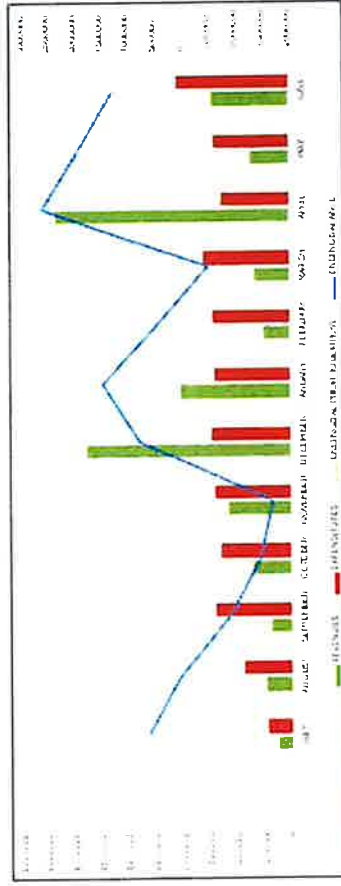
Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	478.31	478.31	538.32	475.31	475.31	508.96
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	478.31	478.31	538.32	475.31	475.31	508.96
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	478.31	478.31	538.32	475.31	475.31	508.96
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

**RANCHO SANTA FE ELEMENTARY
2024-25 CASHFLOW**



DESCRIPTION	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
REVENUES	\$ 324,179	\$ 298,330	\$ 200,358	\$ 534,880	\$ 1,452,840	\$ 3,838,326	\$ 2,071,104	\$ 496,183	\$ 898,726	\$ 4,278,249	\$ 704,698	\$ 1,688,524
EXPENDITURES	\$ 690,157	\$ 1,599,818	\$ 1,139,873	\$ 1,281,019	\$ 1,649,979	\$ 1,391,731	\$ 1,417,478	\$ 1,403,263	\$ 1,532,521	\$ 1,960,712	\$ 1,401,105	\$ 1,894,081
ENDING BAL PRIOR TO BORROW	\$ 2,908,794	\$ 1,802,004	\$ 620,984	\$ 53,780	\$ 2,017,005	\$ 2,331,046	\$ 2,974,970	\$ 2,101,093	\$ 1,593,409	\$ 4,308,183	\$ 3,611,778	\$ 3,046,854
ENDING BALANCE	\$ 2,908,794	\$ 1,802,004	\$ 620,984	\$ 2,053,780	\$ 2,017,005	\$ 2,331,046	\$ 2,974,970	\$ 2,101,093	\$ 1,593,409	\$ 4,308,183	\$ 3,611,778	\$ 1,046,854

**RANCHO SANTA FE ELEMENTARY
2025-26 CASHFLOW**



DESCRIPTION	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
REVENUES:	\$ 283,516	\$ 478,596	\$ 398,006	\$ 747,783	\$ 1,170,592	\$ 3,791,621	\$ 2,084,184	\$ 480,614	\$ 647,095	\$ 4,381,117	\$ 728,905	\$ 1,448,631
EXPENDITURES:	\$ 447,595	\$ 890,280	\$ 1,424,012	\$ 1,304,053	\$ 1,409,350	\$ 1,470,281	\$ 1,403,791	\$ 1,447,183	\$ 1,612,086	\$ 1,272,319	\$ 1,425,074	\$ 2,084,674
ENDING BAL PRIOR TO BORROW:	\$ 672,177	\$ 81,580	\$ (633,583)	\$ (1,409,852)	\$ (1,409,852)	\$ (1,409,852)	\$ (1,403,791)	\$ (1,447,183)	\$ (472,022)	\$ 2,818,777	\$ 1,918,609	\$ 1,278,788
ENDING BALANCE:	\$ 672,177	\$ 81,580	\$ (633,583)	\$ (1,409,852)	\$ (1,409,852)	\$ (1,409,852)	\$ (1,403,791)	\$ (1,447,183)	\$ (472,022)	\$ 2,818,777	\$ 1,918,609	\$ 1,278,788

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	6,905,035.35	301	0.00	303	6,905,035.35	305	6,883.00		307	6,898,152.35	309
2000 - Classified Salaries	3,136,383.65	311	0.00	313	3,136,383.65	315	0.00		317	3,136,383.65	319
3000 - Employee Benefits	4,305,474.33	321	63,732.00	323	4,241,742.33	325	0.00		327	4,241,742.33	329
4000 - Books, Supplies Equip Replace. (6500)	607,675.49	331	3,600.00	333	604,075.49	335	134,331.67		337	469,743.62	339
5000 - Services, & 7300 - Indirect Costs	2,021,344.59	341	80,000.00	343	1,941,344.59	345	130,100.00		347	1,811,244.59	349
TOTAL					16,828,581.41	365			TOTAL	16,557,266.54	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011	1100	375
2. Salaries of Instructional Aides Per EC 41011	2100	380
3. STRS.	3101 & 3102	362
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		9,942,708.61
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		
14. TOTAL SALARIES AND BENEFITS.		9,942,708.61
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		60.05%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	80.00%
2. Percentage spent by this district (Part II, Line 15)	60.05%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	16,557,266.54
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Budget, July 1
2025-26 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

37 68312 0000000
Form CEB
G8BGZEH1NB(2025-26)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	6,874,640.92	301	0.00	303	6,874,640.92	305	6,444.00		307	6,868,196.92	309
2000 - Classified Salaries	3,259,753.69	311	0.00	313	3,259,753.69	315	0.00		317	3,259,753.69	319
3000 - Employee Benefits	4,727,775.85	321	57,598.00	323	4,670,177.85	325	0.00		327	4,670,177.85	329
4000 - Books, Supplies Equip Replace. (6500)	530,639.00	331	2,000.00	333	528,639.00	335	208,010.13		337	320,628.87	339
5000 - Services . & 7300 - Indirect Costs	2,037,913.00	341	90,000.00	343	1,947,913.00	345	170,500.00		347	1,777,413.00	349
TOTAL					17,281,124.46	365	TOTAL			16,896,170.33	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	5,712,314.92	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,246,027.00	380
3. STRS.	3101 & 3102	1,752,366.26	382
4. PERS.	3201 & 3202	281,615.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	168,126.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	976,800.00	385
7. Unemployment Insurance.	3501 & 3502	3,503.00	390
8. Workers' Compensation Insurance.	3601 & 3602	121,771.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	10,262,523.18	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS.	10,262,523.18	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary , 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	60.74%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary , 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	60.74%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	16,896,170.33
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Rancho Santa Fe Elementary (68312) - 25-26 Budget

	7/1/26	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions									
COLA & Augmentation		13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%
Base Grant Proration Factor		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on: ERT & MSA Proration Factor		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:									
Enrollment Count		574	543	515	500				
Unduplicated Pupil Count (UPC)		52	56	56	56				
Unduplicated Pupil Percentage (UPP)		8.77%	9.38%	10.05%	10.78%				
Current Year LCFF Average Daily Attendance (ADA)		539.00	509.70	478.31	475.31				
Funded LCFF ADA		566.40	548.43	538.32	508.96				
LCFF ADA Funding Method		Prior Year	3PY Average	3PY Average	3PY Average				
Current Year Necessary Small School (NSS) ADA									
Funded NSS ADA									
LCFF Entitlement Summary									
Base Grant		\$5,282,863	\$5,535,445	\$5,490,829	\$5,310,019	\$5,240,974	\$5,293,678	\$3,638,311	\$1,878,144
Grade Span Adjustment		190,161	201,271	203,176	201,055	202,842	204,196	140,422	72,489
Adjusted Base Grant		\$5,473,024	\$5,736,716	\$5,694,005	\$5,511,074	\$5,443,816	\$5,497,874	\$3,778,733	\$1,950,633
Supplemental Grant		95,997	107,620	114,450	118,819				
Concentration Grant									
Total Base, Supplemental and Concentration Grant		\$5,569,021	\$5,844,336	\$5,808,455	\$5,629,893	\$5,443,816	\$5,497,874	\$3,778,733	\$1,950,633
Allowance: Necessary Small School									
Add-on: Targeted Instructional Improvement Block Grant		35,519	35,519	35,519	35,519	35,519	35,519	35,519	35,519
Add-on: Home-to-School Transportation									
Add-on: Small School District Bus Replacement Program									
Add-on: Economic Recovery Target									
Add-on: Transitional Kindergarten									
Total Allowance and Add-On Amounts		\$35,519	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)		\$5,604,540	\$5,879,855	\$5,843,974	\$5,665,412	\$5,479,335	\$5,533,393	\$3,814,252	\$1,986,152
Miscellaneous Adjustments									
Total LCFF Entitlement (excludes Additional State Aid)		\$5,604,540	\$5,879,855	\$5,843,974	\$5,665,412	\$5,479,335	\$5,533,393	\$3,814,252	\$1,986,152
LCFF Entitlement Per ADA (excludes Categorical MSA)		\$9,895	\$10,721	\$10,856	\$11,131	\$11,234	\$11,617	\$12,037	\$12,536
Additional State Aid		157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463
Total LCFF Entitlement with Additional State Aid		\$5,762,003	\$6,037,318	\$6,001,437	\$5,822,875	\$5,636,798	\$5,690,856	\$3,971,715	\$2,143,615
LCFF Sources Summary									
Funding Source Summary									
Local Revenue and In-Lieu of Property Taxes (net for school districts)		\$11,280	\$12,090,128	\$12,995,763	\$13,515,547	\$13,908,591	\$14,478,192	\$14,912,538	\$15,359,914
Education Protection Account Entitlement (includes \$200/minimum per ADA)		\$	\$109,686	\$107,664	\$101,792	\$97,546	\$95,260	\$63,374	\$31,688
Net State Aid (excludes Additional State Aid)		\$157,463	\$157,463	\$157,463	\$157,463	\$157,463	\$157,463	\$157,463	\$157,463
Additional State Aid		\$	\$	\$	\$	\$	\$	\$	\$
Total Funding Sources		\$11,538,328	\$12,366,277	\$13,260,890	\$13,776,802	\$14,743,600	\$14,730,915	\$15,133,375	\$15,549,065

LCPF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$	12,099,128 \$	12,995,763 \$	12,995,947 \$	\$	13,988,591 \$	14,478,192 \$	14,912,538 \$
Educational Protection Account Entitlement (includes \$200/minimum per ADA)	\$	109,686 \$	107,664 \$	101,792 \$	\$	97,546 \$	95,260 \$	63,374 \$
Net State Aid (Excludes Additional State Aid)	\$	- \$	- \$	- \$	\$	- \$	- \$	- \$
Additional State Aid	\$	157,463 \$	157,463 \$	157,463 \$	\$	157,463 \$	157,463 \$	157,463 \$
Total Funding Sources	\$	12,366,277 \$	13,260,890 \$	13,774,802 \$	\$	14,243,600 \$	14,730,915 \$	15,133,375 \$
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$	157,463 \$	157,463 \$	157,463 \$	\$	157,463 \$	157,463 \$	157,463 \$
EPA, Current Year (Resource 1400, Object Code 8012)	\$	113,280 \$	109,686 \$	101,792 \$	\$	97,546 \$	95,260 \$	63,374 \$
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	1,280 \$	0 \$	- \$	\$	- \$	- \$	- \$
Property Taxes (Object 8021 to 8089)	\$	11,267,585 \$	12,099,128 \$	13,515,547 \$	\$	13,988,591 \$	14,478,192 \$	14,912,538 \$
% Change		7.3800%	7.4107%	3.9989%		3.5000%	3.5000%	3.0000%
In-Lieu of Property Taxes (Object Code 8096)								
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	Basic Aid	Basic Aid	Basic Aid	Basic Aid	Basic Aid	Basic Aid	Basic Aid	Basic Aid
Total LCFF Entitlement	\$	5,879,855 \$	5,843,974 \$	5,665,112 \$	\$	5,479,335 \$	5,533,393 \$	3,814,252 \$
Additional State Aid	\$	157,463 \$	157,463 \$	157,463 \$	\$	157,463 \$	157,463 \$	157,463 \$
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	113,280 \$	107,686 \$	101,792 \$	\$	97,546 \$	95,260 \$	63,374 \$
Excess Taxes before Minimum State Aid	\$	5,663,045 \$	6,219,273 \$	7,850,135 \$	\$	8,509,256 \$	8,944,799 \$	11,098,286 \$
Total Funding Sources	\$	11,538,328 \$	12,366,277 \$	13,774,802 \$	\$	14,243,600 \$	14,730,915 \$	15,133,375 \$
LCAF Percentage to Increase or Improve Services Calculation								
Base Grant [Excludes add-ons for TIIIG & Transportation]	\$	5,668,537 \$	5,601,279 \$	5,668,537 \$	\$	5,655,337 \$	5,655,337 \$	3,936,196 \$
Supplemental and Concentration Grant funding in the LCAF year	\$	118,819 \$	- \$	118,819 \$	\$	- \$	- \$	- \$
Projected Additional 15% Concentration Grant funding in the LCAF year	\$	- \$	- \$	- \$	\$	- \$	- \$	- \$
Percentage to Decrease or Improve Services		2.10%	0.00%	2.10%		0.00%	0.00%	0.00%

Funding Source by Resource-Object										
State Aid (Resource Code 0000, Object Code 8011)	\$	157,463	\$	157,463	\$	157,463	\$	157,463	\$	157,463
EPA, Current Year (Resource 1400, Object Code 8012)	\$	113,280	\$	109,686	\$	97,546	\$	63,374	\$	31,688
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	1,280	\$	0	\$	-	\$	-	\$	-
Property Taxes (Object 8021 to 8089)	\$	11,267,585	\$	12,099,128	\$	12,995,763	\$	13,988,591	\$	14,478,192
% Change				7.38000%		7.4107%		3.5000%		3.0000%
In-Lieu of Property Taxes (Object Code 8096)										
Entitlement and Source Reconciliation										
Basic Aid/Excess Tax District Status										
Total LCFF Entitlement	\$	5,604,540	\$	5,879,855	\$	5,843,974	\$	5,665,112	\$	5,665,112
Additional State Aid	\$	157,463	\$	157,463	\$	157,463	\$	157,463	\$	157,463
Additional EPA Minimum Entitlement (Excess to LCFF Entitlement)	\$	113,280	\$	109,686	\$	107,664	\$	97,546	\$	63,374
Excess Taxes before Minimum State Aid	\$	5,663,045	\$	6,219,273	\$	7,151,789	\$	8,509,256	\$	11,098,286
Total Funding Sources	\$	11,538,328	\$	12,366,277	\$	13,260,890	\$	14,243,600	\$	15,133,375
LCAP Percentage to Increase or Improve Services Calculation										
Base Grant (Excludes add-ons for TIIIG & Transportation)	\$	5,668,537	\$	5,601,279	\$	5,655,337	\$	3,936,196	\$	2,108,096
Supplemental and Concentration Grant funding in the LCAP year	\$	118,819	\$	-	\$	-	\$	-	\$	-
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-	\$	-	\$	-	\$	-	\$	-
Percentage to Increase or Improve Services				0.00%		0.00%		0.00%		0.00%

[illegible]

LCAP Percentage to Increase or Improve Services Calculation										
Base Grant (Excludes add-ons for TIIIG & Transportation)	\$	5,668,537	\$	5,601,279	\$	5,555,337	\$	3,936,196	\$	2,108,096
Supplemental and Concentration Grant funding in the LCAP year	\$	118,819	\$	-	\$	-	\$	-	\$	-
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-	\$	-	\$	-	\$	-	\$	-
Percentage to Increase or Improve Services		2.10%		0.00%		0.00%		0.00%		0.00%

[illegible][illegible]

	\$	\$	\$	\$	\$
Projected Additional 15% Concentration Grant Funding in the LCAP year					
Percentage to Increase or Improve Services	2.10%	0.00%	0.00%	0.00%	0.00%

Percentage to Increase or Improve Services

Base, Supplemental and Concentration Rate per ADA

Base, Supplemental and Concentration Rate per ADA																
Grades TK-3	\$	10,296.49	\$	11,156.44	\$	11,290.47	\$	11,567.12	\$	11,665.00	\$	12,063.00	\$	12,463.00	\$	12,867.00
Grades 4-6	\$	9,467.19	\$	10,257.89	\$	10,381.56	\$	10,635.46	\$	10,725.00	\$	11,092.00	\$	11,459.00	\$	11,830.00
Grades 7-8	\$	9,748.03	\$	10,561.48	\$	10,688.61	\$	10,950.80	\$	11,043.00	\$	11,421.00	\$	11,799.00	\$	12,181.00
Grades 9-12	\$	11,590.80	\$	12,558.25	\$	12,710.45	\$	13,020.80	\$	13,131.00	\$	13,580.00	\$	14,030.00	\$	14,484.00
Base Grants	\$	9,166	\$	9,919	\$	10,025	\$	10,256	\$	10,566	\$	10,927	\$	11,289	\$	11,655
Grades TK-3	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,725	\$	11,092	\$	11,459	\$	11,830
Grades 4-6	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	11,043	\$	11,421	\$	11,799	\$	12,181
Grades 7-8	\$	11,102	\$	12,015	\$	12,144	\$	12,423	\$	12,798	\$	13,236	\$	13,674	\$	14,117
Grades 9-12	\$	953	\$	1,032	\$	1,043	\$	1,067	\$	1,099	\$	1,136	\$	1,174	\$	1,212
Grade Span Adjustment	\$	289	\$	312	\$	316	\$	323	\$	333	\$	344	\$	356	\$	367
Grades TK-3	\$	10,119	\$	10,951	\$	11,068	\$	11,323	\$	11,665	\$	12,063	\$	12,463	\$	12,867
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,725	\$	11,092	\$	11,459	\$	11,830
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	11,043	\$	11,421	\$	11,799	\$	12,181
Grades 9-12	\$	11,391	\$	12,327	\$	12,460	\$	12,746	\$	13,131	\$	13,580	\$	14,030	\$	14,484
Prorated Base Grants	\$	9,166	\$	9,919	\$	10,025	\$	10,256	\$	10,566	\$	10,927	\$	11,289	\$	11,655
Grades TK-3	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,725	\$	11,092	\$	11,459	\$	11,830
Grades 4-6	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	11,043	\$	11,421	\$	11,799	\$	12,181
Grades 7-8	\$	11,102	\$	12,015	\$	12,144	\$	12,423	\$	12,798	\$	13,236	\$	13,674	\$	14,117
Grades 9-12	\$	953	\$	1,032	\$	1,043	\$	1,067	\$	1,099	\$	1,136	\$	1,174	\$	1,212
Prorated Grade Span Adjustment	\$	289	\$	312	\$	316	\$	323	\$	333	\$	344	\$	356	\$	367
Grades TK-3	\$	2,024	\$	2,190	\$	2,214	\$	2,265	\$	2,333	\$	2,413	\$	2,493	\$	2,573
Grades 4-6	\$	1,861	\$	2,014	\$	2,035	\$	2,082	\$	2,145	\$	2,218	\$	2,292	\$	2,366
Grades 7-8	\$	1,916	\$	2,073	\$	2,096	\$	2,144	\$	2,209	\$	2,284	\$	2,360	\$	2,436
Grades 9-12	\$	2,278	\$	2,465	\$	2,492	\$	2,549	\$	2,626	\$	2,716	\$	2,806	\$	2,897
Actual - 1.00 ADA, Local UPP as follows:	\$	8,777	\$	9,389	\$	10,059	\$	10,788	\$	0.000%	\$	0.000%	\$	0.000%	\$	0.000%
Grades TK-3	\$	177	\$	205	\$	222	\$	244	\$	-	\$	-	\$	-	\$	-
Grades 4-6	\$	163	\$	189	\$	205	\$	224	\$	-	\$	-	\$	-	\$	-
Grades 7-8	\$	168	\$	194	\$	211	\$	231	\$	-	\$	-	\$	-	\$	-
Grades 9-12	\$	200	\$	231	\$	250	\$	275	\$	-	\$	-	\$	-	\$	-
Concentration Grant (>55% population)	\$	65%	\$	65%	\$	65%	\$	65%	\$	65%	\$	65%	\$	65%	\$	65%
Maximum - 1.00 ADA, 100% UPP	\$	6,577	\$	7,118	\$	7,194	\$	7,360	\$	7,582	\$	7,841	\$	8,101	\$	8,364
Grades TK-3	\$	6,048	\$	6,545	\$	6,615	\$	6,767	\$	6,971	\$	7,210	\$	7,448	\$	7,690
Grades 4-6	\$	6,227	\$	6,739	\$	6,811	\$	6,967	\$	7,178	\$	7,424	\$	7,669	\$	7,918
Grades 7-8	\$	7,404	\$	8,013	\$	8,099	\$	8,285	\$	8,535	\$	8,827	\$	9,120	\$	9,415
Grades 9-12	\$	0.00000%	\$	0.00000%	\$	0.00000%	\$	0.00000%	\$	0.00000%	\$	0.00000%	\$	0.00000%	\$	0.00000%
Actual - 1.00 ADA, Local UPP >55% as follows:	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Grades TK-3	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Grades 4-6	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Grades 7-8	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Grades 9-12	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

Rancho Santa Fe Elementary
Multi-Year Projections Summary Report
2025-26 Adopted Budget

DESCRIPTION	OBJECT CODE	FY 2025-26 Current (Base Year)			FY 2026-27 First Projected Year			FY 2027-28 Second Projected Year		
		Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
A Beginning Balance as of July 1		\$1,518,912	\$348,204	\$1,867,117	\$1,096,714	\$343,298	\$1,440,012	\$802,987	\$288,527	\$1,092,514
B Revenues										
1 Revenue Limit Sources	8010-8099	13,774,802	49,908	13,824,710	14,243,600	49,908	14,293,508	14,699,231	49,908	14,749,139
2 Federal Revenues	8100-8299	0	206,637	206,637	0	206,637	206,637	0	206,637	206,637
3 Other State Revenues	8300-8599	178,657	1,107,992	1,286,649	127,421	817,962	945,384	127,421	817,962	945,384
4 Other Local Revenues	8600-8799	1,320,000	374,708	1,694,708	1,325,960	374,708	1,700,668	1,331,665	374,708	1,706,373
5 Total Revenues		15,273,459	1,739,245	17,012,704	15,696,981	1,449,215	17,146,197	16,158,317	1,449,215	17,607,533
Beginning Balance & Revenue (A+B5)		\$16,792,371	\$2,087,449	\$18,879,820	\$16,793,695	\$1,792,514	\$18,586,209	\$16,962,304	\$1,737,742	\$18,700,046
C Expenditures										
1 Certificated Salaries	1000-1999	5,877,497	997,144	6,874,641	6,280,353	714,594	6,994,947	6,390,259	727,100	7,117,359
2 Classified Salaries	2000-2999	2,292,065	967,689	3,259,754	2,320,715	979,785	3,300,501	2,349,724	992,032	3,341,757
3 Employee Benefits	3000-3999	3,221,443	1,506,333	4,727,776	3,274,010	1,520,057	4,794,067	3,344,888	1,541,786	4,886,674
4 Books & Supplies	4000-4999	429,849	100,790	530,639	442,658	103,794	546,452	454,920	106,669	561,589
5 Services, Other Operating Exp	5000-5999	1,582,825	455,088	2,037,913	1,629,993	468,650	2,098,643	1,675,144	481,631	2,156,775
6 Capital Outlay	6000-6999	0	0	0	0	0	0	0	0	0
7 Other Outgo - exclude Direct Sup.	7100-7299	0	0	0	0	0	0	0	0	0
8 Debt Service	7400-7499	9,086	0	9,086	9,086	0	9,086	9,086	0	9,086
9 Direct Support/Indirect Costs	7300-7399	0	0	0	0	0	0	0	0	0
10 CSR Reduction (for info only)	1000-7999	0	0	0	0	0	0	0	0	0
11 Projected Budget Reduction		0	0	0	0	0	0	0	0	0
12 Total Expenditures:		\$13,412,764	\$4,027,044	\$17,439,808	\$13,956,816	\$3,786,879	\$17,743,695	\$14,224,022	\$3,849,218	\$18,073,240
D Interfund Xfers/Other Sources										
1 Transfers In	8910-8929	0	0	0	250,000	0	250,000	300,000	0	300,000
2 Transfers Out	7610-7629	0	0	0	0	0	0	0	0	0
3 Sources	8930-8979	0	0	0	0	0	0	0	0	0
4 Uses	7630-7699	0	0	0	0	0	0	0	0	0
5 Contributions	8980-8999	(2,282,893)	2,282,893	0	(2,282,893)	2,282,893	0	(2,282,893)	2,282,893	0
E Net Increase (Decrease) in Fund Balance		(\$422,198)	(\$4,906)	(\$427,105)	(\$292,727)	(\$54,771)	(\$347,498)	(\$48,597)	(\$117,110)	(\$165,707)
F Ending Balance		\$1,096,714	\$343,298	\$1,440,012	\$803,987	\$288,527	\$1,092,514	\$755,389	\$171,417	\$926,806
1 Revolving Cash	9711	0	0	0	0	0	0	0	0	0
2 Other Reserves	97xx	0	0	0	0	0	0	0	0	0
3 Restricted	9740	0	343,298	343,298	0	288,527	288,527	0	171,417	171,417
4 Stabilization Arrangements	9750	0	0	0	0	0	0	0	0	0
5 Other Commitments	9760	0	0	0	0	0	0	0	0	0
6 Assigned - Other Assignments	9780	0	0	0	0	0	0	0	0	0
7 Reserve for Economic Uncertainties	9789	697,592	0	697,592	709,748	0	709,748	722,930	0	722,930
8 Unassigned/unappropriated Amount	9790	399,122	0	399,122	94,239	0	94,239	32,460	0	32,460
G Components of Ending Fund Balance Total		\$1,096,714	\$343,298	\$1,440,012	\$803,987	\$288,527	\$1,092,514	\$755,389	\$171,417	\$926,806
4% Calculated Reserve, or \$50,000 (greater of the two)		Total Reserves		4% Calculated	Difference*					
Reserve Percentage Level for this district:		4.00%								
FY 2025-26 ADA Input Sheet (District):		475.31		FY 2025-26 Bud	\$697,592		\$697,592		\$0	
				FY 2026-27 Pro	\$709,748		\$709,748		\$0	
				FY 2027-28 Pro	\$722,930		\$722,930		\$0	
FY 2026-27 Unappropriated Amount is:		Positive								
FY 2027-28 Unappropriated Amount is:		Positive								

Criteria & Standards



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	475
District's ADA Standard Percentage Level:	2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	566	566		
Charter School				
Total ADA	566	566	0.0%	Met
Second Prior Year (2023-24)				
District Regular	510	510		
Charter School				
Total ADA	510	510	0.0%	Met
First Prior Year (2024-25)				
District Regular		538		
Charter School	538	0		
Total ADA	538	538	0.0%	Met
Budget Year (2025-26)				
District Regular	509			
Charter School	0			
Total ADA	509			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	574	574		
Charter School				
Total Enrollment	574	574	0.0%	Met
Second Prior Year (2023-24)				
District Regular	543	543		
Charter School				
Total Enrollment	543	543	0.0%	Met
First Prior Year (2024-25)				
District Regular	515	515		
Charter School				
Total Enrollment	515	515	0.0%	Met
Budget Year (2025-26)				
District Regular	500			
Charter School				
Total Enrollment	500			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	539	574	
Charter School		0	
Total ADA/Enrollment	539	574	93.9%
Second Prior Year (2023-24)			
District Regular	510	543	
Charter School	0		
Total ADA/Enrollment	510	543	93.8%
First Prior Year (2024-25)			
District Regular	478	515	
Charter School			
Total ADA/Enrollment	478	515	92.9%
Historical Average Ratio:			93.5%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.0%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	475	500		
Charter School	0			
Total ADA/Enrollment	475	500	95.1%	Not Met
1st Subsequent Year (2026-27)				
District Regular	466	490		
Charter School				
Total ADA/Enrollment	466	490	95.1%	Not Met
2nd Subsequent Year (2027-28)				
District Regular	461	485		
Charter School				
Total ADA/Enrollment	461	485	95.1%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Over the past few years, our district has faced an issue with chronic absenteeism. Our goal is to exceed our historical average, targeting 95%. We will be implementing a chronic absenteeism plan for the 2025-26 school year.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	538.32	508.96		
b. Prior Year ADA (Funded)		538.32	508.96	0.00
c. Difference (Step 1a minus Step 1b)		(29.36)	(508.96)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(5.45%)	(100.00%)	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(5.45%)	(100.00%)	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):				
		N/A	N/A	N/A

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	12,997,812.67	13,515,547.00	13,988,591.00	14,478,192.00
Percent Change from Previous Year		3.98%	3.50%	3.50%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		2.98% to 4.98%	2.50% to 4.50%	2.50% to 4.50%

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	13,262,939.67	13,774,802.00	14,234,600.00	14,699,231.00
District's Projected Change in LCFF Revenue:		3.86%	3.34%	3.26%
Basic Aid Standard		2.98% to 4.98%	2.50% to 4.50%	2.50% to 4.50%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:	98% of LCFF funds are from property taxes, with 2% from Rev Limt (O-8011) and EPA (O-1400). The funds we receive from non-property taxes are at a minimum level, with minimal year-over-year change. As we enter 25/26, property tax growth is starting to decline and normalize from high-growth years due to COVID. (In addition, the projected increase is within the Basic Aid standard range.)
(required if NOT met)	

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
Fiscal Year	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2022-23)	9,080,008.89	11,502,827.19	78.9%
Second Prior Year (2023-24)	9,975,354.43	12,382,852.20	80.6%
First Prior Year (2024-25)	10,670,401.45	13,456,055.38	79.3%
	Historical Average Ratio:		79.6%
	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	75.6% to 83.6%	75.6% to 83.6%	75.6% to 83.6%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2025-26)	11,391,004.59	13,412,764.46	84.9%	Not Met
1st Subsequent Year (2026-27)	11,875,077.73	13,936,814.73	85.2%	Not Met
2nd Subsequent Year (2027-28)	12,084,871.00	14,224,021.00	85.0%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

As we deplete our 1x funds, they become unrestricted, thus increasing the total number.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(5.45%)	(100.00%)	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-15.45% to 4.55%	-110.00% to -90.00%	-10.00% to 10.00%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-10.45% to -0.45%	-105.00% to -95.00%	-5.00% to 5.00%

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

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	185,511.00		
Budget Year (2025-26)	206,637.00	11.39%	Yes
1st Subsequent Year (2026-27)	206,637.00	0.00%	Yes
2nd Subsequent Year (2027-28)	206,637.00	0.00%	No

Explanation:

(required if Yes)

The district is expecting to receive more funds for resource 3310 than it did in the previous year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	988,830.62		
Budget Year (2025-26)	1,095,965.94	10.83%	Yes
1st Subsequent Year (2026-27)	945,383.00	(13.74%)	Yes
2nd Subsequent Year (2027-28)	945,383.00	0.00%	No

Explanation:

(required if Yes)

The district will utilize unused ending fund balances in 25/26, which were placed in the MYP for a more accurate representation. From 25-26 to 26-27, those EFBs will be depleted.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	1,802,639.00		
Budget Year (2025-26)	1,694,708.00	(5.99%)	No
1st Subsequent Year (2026-27)	1,700,668.00	.35%	Yes
2nd Subsequent Year (2027-28)	1,706,373.00	.34%	No

Explanation:

(required if Yes)

The very minimal increase from 25-26 to 26-27 is anticipated interest.

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

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

569,793.49		
530,639.00	(6.87%)	No
526,452.00	(.79%)	Yes
561,589.00	6.67%	Yes

Explanation:
(required if Yes)

The district has 1x expenditures in 25-26 that will not occur in 26-27.

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

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

2,021,344.59		
2,037,913.00	.82%	Yes
2,098,643.00	2.98%	Yes
2,156,775.00	2.77%	No

Explanation:
(required if Yes)

We are anticipating fewer services in 25/26 than in 24/25. We expect the 25/26 amount should be very close to 24/25.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

2,976,980.62		
2,997,310.94	.68%	Met
2,852,688.00	(4.83%)	Not Met
2,858,393.00	.20%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

2,591,138.08		
2,568,552.00	(.87%)	Met
2,625,095.00	2.20%	Not Met
2,718,364.00	3.55%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

The district is expecting to receive more funds for resource 3310 than it did in the previous year.

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

The district will utilize unused ending fund balances in 25/26, which were placed in the MYP for a more accurate representation. From 25-26 to 26-27, those EFBs will be depleted.

Explanation:

Other Local Revenue

The very minimal increase from 25-26 to 26-27 is anticipated interest.

(linked from 6B
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The district has 1x expenditures in 25-26 that will not occur in 26-27.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

We are anticipating fewer services in 25/26 than in 24/25. We expect the 25/26 amount should be very close to 24/25.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

16,805,874.46

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required

Budgeted Contribution¹

Minimum Contribution
(Line 2c times 3%)

to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

16,805,874.46

504,176.23

217,237.90

Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

☒ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])

☐ Other (explanation must be provided)

Explanation:

(required if NOT met
and Other is marked)

Due to the district's small size, this portion is inapplicable.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,177,140.12	2,361,887.69	1,518,912.34
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,177,140.12	2,361,887.69	1,518,912.34
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	16,993,803.42	18,101,274.49	17,665,964.51
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	16,993,803.42	18,101,274.49	17,665,964.51
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	6.9%	13.0%	8.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	2.3%	4.3%	2.9%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	(1,626,814.93)	14,002,827.19	11.6%	Not Met
Second Prior Year (2023-24)	1,184,747.57	14,882,852.20	N/A	Met
First Prior Year (2024-25)	(852,975.35)	13,456,055.38	6.3%	Not Met
Budget Year (2025-26) (Information only)	(322,790.45)	13,412,764.46		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
(required if NOT met)

In 2022-2023, funds were transferred from 01 to 17, thereby lowering the EFB. The district's SPED contribution continues to increase.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2022-23)	2,052,684.63	2,813,955.05	N/A	Met
Second Prior Year (2023-24)	3,256,344.16	1,187,140.12	63.5%	Not Met
First Prior Year (2024-25)	1,729,907.56	2,371,887.69	N/A	Met
Budget Year (2025-26) (Information only)	1,518,912.34			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

In 23/24, money was moved into reserves.

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)		Not Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - General fund cash balance is projected to be negative at the end of the current fiscal year. Provide reasons for the negative cash balance and what changes or remedies will be made to ensure that the general fund is solvent and is able to satisfy its current year financial obligations.

Explanation:
(required if NOT met)

District is using the County's cash flow worksheet.

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$88,000 (greater of)	0 to 300
4% or \$88,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	475	475	475
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

No

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	17,439,808.46	17,723,694.73	18,073,088.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	17,439,808.46	17,723,694.73	18,073,088.00

4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	697,592.34	708,947.79	722,923.52
6.	Reserve Standard - by Amount (\$88,000 for districts with 0 to 1,000 ADA, else 0)	88,000.00	88,000.00	88,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	697,592.34	708,947.79	722,923.52

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,196,121.89	923,395.29	874,798.42
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(.30)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,196,121.59	923,395.29	874,798.42
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	6.86%	5.21%	4.84%
District's Reserve Standard (Section 10B, Line 7):		697,592.34	708,947.79	722,923.52
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	(2,193,295.77)			
Budget Year (2025-26)	(2,282,892.87)	89,597.10	4.1%	Met
1st Subsequent Year (2026-27)	(2,282,892.87)	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	(2,282,892.87)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	500,000.00	500,000.00	New	Not Met
2nd Subsequent Year (2027-28)	600,000.00	100,000.00	20.0%	Not Met
1c. Transfers Out, General Fund *				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

SACs isn't picking up the correct amount in the MYP. 26-27 has a transfer in of \$250,000, and 27-28 has a transfer in of \$300,000.

- 1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

- 2 For the district's OPEB:
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund Governmental Fund

- 4 OPEB Liabilities

- a. Total OPEB liability

1,190,798.00

- b. OPEB plan(s) fiduciary net position (if applicable)

291,381.00

- c. Total/Net OPEB liability (Line 4a minus Line 4b)

899,417.00

- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

6/30/2024

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

57,598.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

53,000.00

- d. Number of retirees receiving OPEB benefits

4,00

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	52	50	50	50

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

We have not settled negotiations for 24/25 and have not started 25/26.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

69,357		
Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

7. Amount included for any tentative salary schedule increases

294,767	0	0
Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	No	No
660,000		

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Yes		

The district has included a 4.25% raise for 24/25 in the 25/26 budget.

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	42	42	42	42

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

The district is a "me-too" district and tied to certificated negotiations.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:



Rancho Santa Fe School District

P.O. Box 809, Rancho Santa Fe, CA 92067 (858) 756-1141 Fax (858) 759-0912 <http://rsfschool.net>

Board of Trustees

President
Jee Manghani

Vice-President
Kerry Vinci

Clerk
Kate Butler

Member
Paul Seitz

Member
Annette Ross

Superintendent
Kim Pinkerton

Board of Trustees
Regular Meeting
June 10, 2025
1:00 P.m. Open Session

MEMBERS PRESENT:

Mr. Jee Manghani, President
Mr. Kerry Vinci, Vice President
Ms. Kate Butler, Clerk
Ms. Annette Ross, Member
Mr. Paul Seitz, Member

- I. Called To Order at 1:01 p.m.
- II. Pledge of Allegiance
- III. Public Comment

All of the Board members present (President Manghani, Member Butler, Member Seitz, Member Ross) and Superintendent Pinkerton addressed the passing of former Board member Rose Rohatgi and gave comments honoring her life, service to the District, and dedication to the District's students.

- IV. PUBLIC HEARING in accordance with Education Code Section 52062(b)(1) covering the draft of the Local Control and Accountability Plan (LCAP) for the Rancho Santa Fe School District for 2024-2027.

No Public Comments.

- V. PUBLIC HEARING: In accordance with Education Code Section 42127(a), you are hereby notified of the preparation of the proposed Annual Financial and Budget Report of the Rancho Santa Fe School District for the fiscal year 2025-2026.

No Public Comments.

- VI. PUBLIC HEARING in accordance with Education Code Section 42127(a)(2)(B), you are hereby notified of the preparation of a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the Annual Financial and Budget Report of the Rancho Santa Fe School District for the fiscal year 2025-2026.

No Public Comments.

- VII. Presentations

A. Presentation by Woolpert regarding Rancho Santa Fe School District Enrollment Projections.

- B. Presentation regarding the 2025 LCAP and Budget Overview for Parents by Superintendent, Kim Pinkerton and Chief Business Officer, Allison Oppeltz.
- C. Presentation regarding the 2025-2026 Annual Financial and Budget Report including Statement of Excess Reserves by Chief Business Officer, Allison Oppeltz.

VIII. Minutes

- A. Approved Minutes of Regular Meeting on May 13, 2025.

Motion: Member Seitz
Second: Vice President Vinci
Carried: 5-0

IX. Superintendent's Report

Good afternoon, Board members. I'd like to provide you with an update on several key items and a reflection on the wonderful close to our academic year.

Our Technology Department is actively engaged in enhancing our campus security. They are currently addressing our access control systems, and we're pleased that Charter Tech has begun the crucial work of rewiring our buildings. This significant undertaking aims to mitigate the door access situation and ensure a safer environment for everyone.

In academic planning, we are in the final stages of completing our Local Control and Accountability Plan (LCAP). We are also working diligently on the LCAP local indicators to ensure they accurately reflect our district's progress and priorities. Additionally, our Instructional Continuity Plan is being developed as a vital component of our Comprehensive School Safety Plan, which will outline our strategies for maintaining learning in unforeseen circumstances.

To support our operational efficiency and staffing needs, we are currently focused on refining several job descriptions, which we anticipate bringing before the Board for your review and approval in the near future.

Finally, I want to take a moment to reflect on the truly special end-of-year celebrations we just experienced. Our Kindergarten Promotion was heartwarming, and the 5th Grade Promotion in the PAC was a remarkable event, highlighted by truly amazing student speakers and performances that showcased their talents and growth. To cap it all off, our 8th Grade Promotion was a joyous occasion where the sun even made an appearance to celebrate our promoting students. The close of the school year was filled with an incredibly positive vibe, loads of smiles, and a sense of pride in our students' achievements.

Thank you for a fantastic first year. I've truly appreciated your support and collaboration, and I'm very much looking forward to next year as we serve our students, staff, and community by empowering leaders, nurturing community, and shaping a better future together.

X. Discussion/Action

- A. Approved contract with Best Buddies Organization for the 2025-2026 school year at no cost to the District.

Motion: Member Seitz
Second: Vice President Vinci
Carried: 5-0

- B. Information Only: 2025-2026 Excess Minimum Reserve Requirement.
- C. Information Only: Purchase Orders Approved by the Superintendent Pursuant to Board Policy 3001, Expenditures and Purchases.
- D. Approved Resolution 0611257 Permanent Transfer of \$718,847.10 from Special Reserves to General Fund for Capital Outlay.

Motion: Member Ross
 Second: Vice President Vinci
 Carried: 5-0

XI. Consent Calendar

- ~~A. Approved renewal quote from Noredink effective July 1, 2025 through June 30, 2026, not to exceed \$3,761.10.~~
- ~~B. Approved renewal quote from Exemplars July 1, 2025 through June 30, 2026, not to exceed \$1,120.00.~~
- C. Approved renewal quote from BDJ Tech for SMART software July 1, 2025 through June 30, 2026, not to exceed \$2,484.00.
- D. Approved Open Purchase Order for Amazon not to exceed \$6,000.00.
- E. Approved Open Purchase Order for Southwest School Supply not to exceed \$11,000.00.
- F. Approved Purchase Order from Printer Repair Depot for \$181.98
- G. Approved Purchase Order from William Sadlier for \$1,742.81.
- H. Approved Purchase Order from Uline for \$474.02.
- I. Approved Purchase Order from Scholastic Magazine for \$968.75.
- ~~J. Approved Purchase Order from SAVVAS for \$6,468.70.~~
- K. Approved Purchase Order from Office Solutions for \$500.00.
- L. Approved Purchase Order from Spiral Binding for \$1,277.73
- M. Approved Renewal Quote with BorderLan for Lightspeed effective July 1, 2025 through June 30, 2026 not to exceed \$4,350.67.
- N. Approved One-Time Vacation Benefit Payout for Employee # 8390 in the amount of \$2,019.87.
- O. Approved Purchase Order for Department of Toxic Substance for \$1,041.01.
- P. Approved Purchase Order for Kelly Spicers for \$2,902.24.
- Q. Approved Purchase Order for Amazon for \$1,100.00.
- R. Approved Open PO for AR Vertebrate Pest Control for Fiscal Year 2025-2026 not to exceed \$4,000.00.
- S. Approved Purchase Order for Amazon not to exceed \$2,362.00.

A motion was made to approve the Consent Calendar except Items A, B & J

Motion: Member Seitz
 Second: Vice President Vinci
 Carried: 5-0

Items Removed From Consent Calendar

Approved renewal quote from Noredink effective July 1, 2025 through June 30, 2026, not to exceed \$3,761.10.

Motion: Clerk Butler
 Second: Member Ross
 Carried: 5-0

Approved renewal quote from Exemplars July 1, 2025 through June 30, 2026, not to exceed \$1,120.00.

Motion: Vice President Vinci
Second: Clerk Butler
Carried: 5-0

Approved Purchase Order from SAVVAS for \$6,468.70.

Motion: Member Ross
Second: Member Seitz
Carried: 5-0

- X. Adjourned to Closed Session at 3:05 p.m.
- XI. Closed Session
 - A. Superintendent's Evaluation – Pursuant to Government Code Section 54957.
 - B. Conference with Labor Negotiator - Agency Negotiator: Kim Pinkerton and Allison Oppeltz; Employee Organization: Rancho Santa Fe Faculty Association - Pursuant to Government Code Section 54957.6.
- XII. Adjourned at 4:56 p.m.

RANCHO SANTA FE SCHOOL DISTRICT

2024-2025 Estimated Actuals 2025-2026 Budget Proposal

**June 10, 2025 - Public Hearing
June 17, 2025 - Adoption**



Certifications

Certification of Budget Adoption

Workers' Compensation Certification



ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Rancho Santa Fe School District
Date: June 5, 2025

Public Hearing:

Place: Rancho Santa Fe School District
Date: June 10, 2025
Time: 1:00 pm

Adoption Date: June 17, 2025
Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Printed Name: Karen "Kate" Butler Title: RSFSD School Board Clerk

Contact person for additional information on the budget reports:

Name: Allison Oppeltz
Title: CBO

Telephone: 858-741-1141
E-mail: aoppeltz@rsf.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

37 68312 0000000
Form CB
G8BGZEH1NB(2025-26)

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.		X
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/17/2025	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

☒ This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

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

Signed _____

Date of Meeting: June 17, 2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Karen "Kate" Butler

Title: RSFSD School Board Clerk

For additional information on this certification, please contact:

Name: Allison Oppeltz

Title: CBO

Telephone: 858-741-1141

E-mail: aoppeltz@rsf.k12.ca.us

Fund 01

General Fund



Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

37 68312 0000000
Form 01
G8BGZEH1NB(2025-26)

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
Description	Resource Codes	Object Codes	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	13,262,939.67	50,001.00	13,312,940.67	13,774,802.00	49,908.00	13,824,710.00	3.8%
2) Federal Revenue		8100-8299	0.00	185,511.00	185,511.00	0.00	206,637.00	206,637.00	11.4%
3) Other State Revenue		8300-8599	113,436.13	875,394.49	988,830.62	278,064.88	817,901.06	1,095,965.94	10.8%
4) Other Local Revenue		8600-8799	1,420,000.00	382,639.00	1,802,639.00	1,320,000.00	374,708.00	1,694,708.00	-6.0%
5) TOTAL, REVENUES			14,796,375.80	1,493,545.49	16,289,921.29	15,372,866.88	1,449,154.06	16,822,020.94	3.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,579,692.43	1,325,342.92	6,905,035.35	5,877,496.73	997,144.19	6,874,640.92	-0.4%
2) Classified Salaries		2000-2999	2,103,830.66	1,032,552.99	3,136,383.65	2,292,064.69	967,689.00	3,259,753.69	3.9%
3) Employee Benefits		3000-3999	2,986,878.36	1,318,595.97	4,305,474.33	3,221,443.17	1,506,332.68	4,727,775.85	9.6%
4) Books and Supplies		4000-4999	489,860.75	79,932.74	569,793.49	429,848.87	100,790.13	530,639.00	-6.9%
5) Services and Other Operating Expenditures		5000-5999	1,567,860.08	453,484.51	2,021,344.59	1,582,825.00	455,088.00	2,037,913.00	0.8%
6) Capital Outlay		6000-6999	718,847.10	0.00	718,847.10	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	9,086.00	0.00	9,086.00	9,086.00	0.00	9,086.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			13,456,055.38	4,209,909.13	17,665,964.51	13,412,764.46	4,027,044.00	17,439,808.46	-1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,340,320.42	(2,716,363.64)	(1,376,043.22)	1,960,102.42	(2,577,889.94)	(617,787.52)	-55.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(852,975.35)	(523,067.87)	(1,376,043.22)	(322,790.45)	(294,997.07)	(617,787.52)	-55.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
2) Ending Balance, June 30 (E + F1e)			1,518,912.34	348,204.20	1,867,116.54	1,196,121.89	53,207.13	1,249,329.02	-33.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	348,204.20	348,204.20	0.00	53,207.43	53,207.43	-84.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,518,912.34	0.00	1,518,912.34	1,196,121.89	(.30)	1,196,121.59	-21.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

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Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	157,463.00	0.00	157,463.00	157,463.00	0.00	157,463.00	0.0%
Education Protection Account State Aid - Current Year		8012	107,664.00	0.00	107,664.00	101,792.00	0.00	101,792.00	-5.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	56,503.00	0.00	56,503.00	58,765.00	0.00	58,765.00	4.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	12,515,227.00	0.00	12,515,227.00	13,013,641.00	0.00	13,013,641.00	4.0%
Unsecured Roll Taxes		8042	426,082.67	0.00	426,082.67	443,141.00	0.00	443,141.00	4.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			13,262,939.67	0.00	13,262,939.67	13,774,802.00	0.00	13,774,802.00	3.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	50,001.00	50,001.00	0.00	49,908.00	49,908.00	-0.2%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			13,262,939.67	50,001.00	13,312,940.67	13,774,802.00	49,908.00	13,824,710.00	3.8%
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	119,737.00	119,737.00	0.00	140,738.00	140,738.00	17.5%
Special Education Discretionary Grants		8182	0.00	11,254.00	11,254.00	0.00	12,794.00	12,794.00	13.7%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		48,611.00	48,611.00		47,196.00	47,196.00	-2.9%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		5,909.00	5,909.00		5,909.00	5,909.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

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Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	185,511.00	185,511.00	0.00	206,637.00	206,637.00	11.4%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	19,471.00	0.00	19,471.00	19,471.00	0.00	19,471.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	91,799.13	41,517.82	133,316.95	91,427.88	38,914.06	130,341.94	-2.2%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		24,678.00	24,678.00		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, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		66,881.00	66,881.00		57,000.00	57,000.00	-14.8%
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	2,166.00	742,317.67	744,483.67	167,166.00	721,987.00	889,153.00	19.4%
TOTAL, OTHER STATE REVENUE			113,436.13	875,394.49	988,830.62	278,064.88	817,901.06	1,095,965.94	10.8%

Budget July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

37 68312 0000000
Form 01
G8BGZEH1NB(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	0.0%
Interest		8660	120,000.00	0.00	120,000.00	120,000.00	0.00	120,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,100,000.00	0.00	1,100,000.00	1,000,000.00	0.00	1,000,000.00	-9.1%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		382,639.00	382,639.00		374,708.00	374,708.00	-2.1%
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			1,420,000.00	382,639.00	1,802,639.00	1,320,000.00	374,708.00	1,694,708.00	-6.0%
TOTAL, REVENUES			14,796,375.80	1,493,545.49	16,289,921.29	15,372,866.88	1,449,154.06	16,822,020.94	3.3%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,784,761.23	962,421.57	5,747,182.80	5,244,370.73	513,444.19	5,757,814.92	0.2%
Certificated Pupil Support Salaries		1200	66,818.70	204,439.46	271,258.16	0.00	187,561.00	187,561.00	-30.9%
Certificated Supervisors' and Administrators' Salaries		1300	728,112.50	158,481.89	886,594.39	633,126.00	296,139.00	929,265.00	4.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			5,579,692.43	1,325,342.92	6,905,035.35	5,877,496.73	997,144.19	6,874,640.92	-0.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	561,867.48	834,922.09	1,396,789.57	534,981.00	744,896.00	1,279,877.00	-8.4%
Classified Support Salaries		2200	335,625.60	0.00	335,625.60	421,271.00	0.00	421,271.00	25.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	139,440.63	139,440.63	0.00	147,800.00	147,800.00	6.0%
Clerical, Technical and Office Salaries		2400	743,122.15	0.00	743,122.15	811,629.69	0.00	811,629.69	9.2%
Other Classified Salaries		2900	463,215.43	58,190.27	521,405.70	524,183.00	74,993.00	599,176.00	14.9%
TOTAL, CLASSIFIED SALARIES			2,103,830.66	1,032,552.99	3,136,383.65	2,292,064.69	967,689.00	3,259,753.69	3.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,164,549.34	714,420.67	1,878,970.01	1,246,599.17	789,527.78	2,036,126.95	8.4%
PERS		3201-3202	564,325.27	244,648.81	808,974.08	560,789.00	258,018.58	818,807.58	1.2%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

37 68312 0000000
Form 01
G8BGZE1NB(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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)	
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	235,674.94	80,305.71	315,980.65	241,943.00	84,320.70	326,263.70	3.3%
Unemployment Insurance		3401-3402	805,426.00	247,368.08	1,052,794.08	969,100.00	343,200.00	1,312,300.00	24.6%
Workers' Compensation		3501-3502	4,038.91	861.33	4,900.24	4,067.00	875.90	4,942.90	0.9%
OPEB, Allocated		3601-3602	149,131.90	30,991.37	180,123.27	141,347.00	30,389.72	171,736.72	-4.7%
OPEB, Active Employees		3701-3702	63,732.00	0.00	63,732.00	57,598.00	0.00	57,598.00	-9.6%
Other Employee Benefits		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,986,878.36	1,318,595.97	4,305,474.33	3,221,443.17	1,506,332.68	4,727,775.85	9.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	12,053.88	36,194.00	48,247.88	0.00	0.00	0.00	-100.0%
Books and Other Reference Materials		4200	28,479.54	6,338.74	34,818.28	35,288.87	14,257.13	49,546.00	42.3%
Materials and Supplies		4300	449,327.33	37,400.00	486,727.33	394,560.00	86,533.00	481,093.00	-1.2%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			489,860.75	79,932.74	569,793.49	429,848.87	100,790.13	530,639.00	-6.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	102,781.00	102,781.00	New
Travel and Conferences		5200	24,500.00	0.00	24,500.00	34,755.00	0.00	34,755.00	41.9%
Dues and Memberships		5300	9,500.00	0.00	9,500.00	22,650.00	0.00	22,650.00	138.4%
Insurance		5400 - 5450	144,576.50	0.00	144,576.50	156,426.00	0.00	156,426.00	8.2%
Operations and Housekeeping Services		5500	366,000.00	0.00	366,000.00	386,668.00	0.00	386,668.00	5.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,000.00	0.00	8,000.00	15,000.00	0.00	15,000.00	87.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,005,283.58	453,484.51	1,458,768.09	957,326.00	352,307.00	1,309,633.00	-10.2%
Communications		5900	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,567,860.08	453,484.51	2,021,344.59	1,582,825.00	455,088.00	2,037,913.00	0.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	142,752.54	0.00	142,752.54	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	538,212.56	0.00	538,212.56	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	37,882.00	0.00	37,882.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			718,847.10	0.00	718,847.10	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
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	2,726.00	0.00	2,726.00	2,726.00	0.00	2,726.00	0.0%
Other Debt Service - Principal		7439	6,360.00	0.00	6,360.00	6,360.00	0.00	6,360.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			9,086.00	0.00	9,086.00	9,086.00	0.00	9,086.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			13,456,055.38	4,209,909.13	17,665,964.51	13,412,764.46	4,027,044.00	17,439,808.46	-1.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

37 68312 0000000
Form 01
G8BGZEH1NB(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

37 68312 0000000
Form 01
G8BGZE1NB(2025-26)

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	13,262,939.67	50,001.00	13,312,940.67	13,774,802.00	49,908.00	13,824,710.00	3.8%
2) Federal Revenue		8100-8299	0.00	185,511.00	185,511.00	0.00	206,637.00	206,637.00	11.4%
3) Other State Revenue		8300-8599	113,436.13	875,394.49	988,830.62	278,064.88	817,901.06	1,095,965.94	10.8%
4) Other Local Revenue		8600-8799	1,420,000.00	382,639.00	1,802,639.00	1,320,000.00	374,708.00	1,694,708.00	-6.0%
5) TOTAL, REVENUES			14,796,375.80	1,493,545.49	16,289,921.29	15,372,866.88	1,449,154.06	16,822,020.94	3.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	7,763,892.41	3,167,195.45	10,931,087.86	8,013,943.77	2,992,274.41	11,006,218.18	0.7%
2) Instruction - Related Services	2000-2999		1,038,526.25	26,032.03	1,064,558.28	929,497.00	30,020.81	959,517.81	-9.9%
3) Pupil Services	3000-3999		594,787.42	667,318.85	1,262,106.27	419,988.00	757,862.22	1,177,850.22	-6.7%
4) Ancillary Services	4000-4999		138,074.27	4,085.28	142,159.55	154,516.00	4,711.25	159,227.25	12.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,400,276.72	25,865.89	2,426,142.61	2,637,068.69	24,937.41	2,662,006.10	9.7%
8) Plant Services	8000-8999		1,511,412.31	319,411.63	1,830,823.94	1,248,665.00	217,237.90	1,465,902.90	-19.9%
9) Other Outgo	9000-9999		9,086.00	0.00	9,086.00	9,086.00	0.00	9,086.00	0.0%
10) TOTAL, EXPENDITURES			13,456,055.38	4,209,909.13	17,665,964.51	13,412,764.46	4,027,044.00	17,439,808.46	-1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,340,320.42	(2,716,363.64)	(1,376,043.22)	1,960,102.42	(2,577,889.94)	(617,787.52)	-55.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,193,295.77)	2,193,295.77	0.00	(2,282,892.87)	2,282,892.87	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(852,975.35)	(523,067.87)	(1,376,043.22)	(322,790.45)	(294,997.07)	(617,787.52)	-55.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,371,887.69	871,272.07	3,243,159.76	1,518,912.34	348,204.20	1,867,116.54	-42.4%
2) Ending Balance, June 30 (E + F1e)			1,518,912.34	348,204.20	1,867,116.54	1,196,121.89	53,207.13	1,249,329.02	-33.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	348,204.20	348,204.20	0.00	53,207.43	53,207.43	-84.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,518,912.34	0.00	1,518,912.34	1,196,121.89	(.30)	1,196,121.59	-21.3%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	50,207.17	50,207.17
6300	Lottery: Instructional Materials	30,322.07	0.00
6546	Mental Health-Related Services	198,884.26	.26
6547	Special Education Early Intervention Preschool Grant	17,815.70	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	47,975.00	0.00
9010	Other Restricted Local	3,000.00	3,000.00
Total, Restricted Balance		348,204.20	53,207.43

Fund 17

(Special Reserves)



Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	125,000.00	120,000.00	-4.0%
5) TOTAL, REVENUES			125,000.00	120,000.00	-4.0%
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 (A 5 - B 9)			125,000.00	120,000.00	-4.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D 4)			125,000.00	120,000.00	-4.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,516,998.73	6,641,998.73	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,516,998.73	6,641,998.73	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,516,998.73	6,641,998.73	1.9%
2) Ending Balance, June 30 (E + F1e)			6,641,998.73	6,761,998.73	1.8%
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	6,641,998.73	6,761,998.73	1.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	125,000.00	120,000.00	-4.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			125,000.00	120,000.00	-4.0%
TOTAL, REVENUES			125,000.00	120,000.00	-4.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	125,000.00	120,000.00	-4.0%
5) TOTAL, REVENUES			125,000.00	120,000.00	-4.0%
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)			125,000.00	120,000.00	-4.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			125,000.00	120,000.00	-4.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,516,998.73	6,641,998.73	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,516,998.73	6,641,998.73	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,516,998.73	6,641,998.73	1.9%
2) Ending Balance, June 30 (E + F1e)			6,641,998.73	6,761,998.73	1.8%
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	6,641,998.73	6,761,998.73	1.8%
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	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

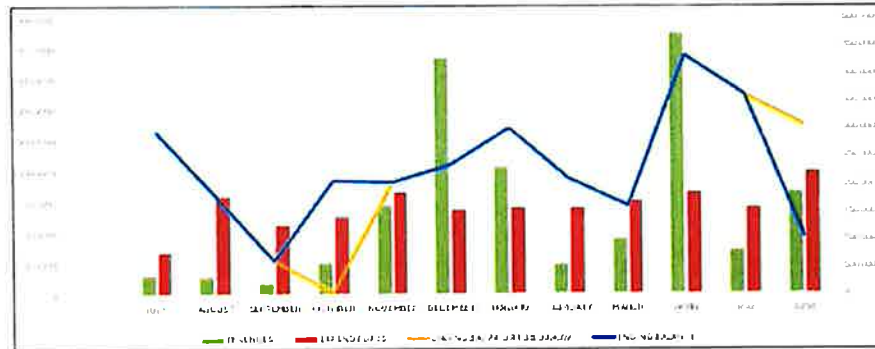
Supplemental Forms

- **Average Daily Attendance**
- **Cash flow**
- **Current Expense Formula for Minimum Classroom Expenditures - Actual**
- **Current Expense Formula for Minimum Classroom Expenditures - Budget**
- **LCFF Summary**
- **Multiyear Projections**



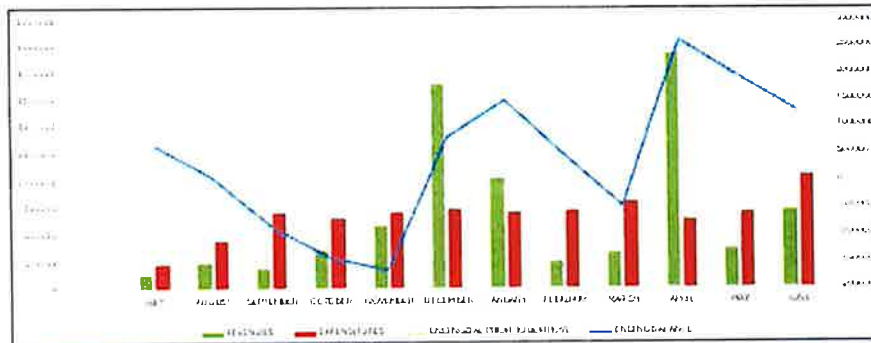
Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	478.31	478.31	538.32	475.31	475.31	508.96
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	478.31	478.31	538.32	475.31	475.31	508.96
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	478.31	478.31	538.32	475.31	475.31	508.96
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

**RANCHO SANTA FE ELEMENTARY
2024-25 CASHFLOW**



DESCRIPTION	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
REVENUES	\$ 324,179	\$ 298,330	\$ 200,358	\$ 534,880	\$ 1,452,840	\$ 3,838,326	\$ 2,077,104	\$ 496,163	\$ 896,726	\$ 4,278,249	\$ 704,698	\$ 1,888,524
EXPENDITURES	\$ 690,157	\$ 1,599,818	\$ 1,139,873	\$ 1,281,019	\$ 1,649,979	\$ 1,381,731	\$ 1,417,478	\$ 1,403,263	\$ 1,532,521	\$ 1,960,712	\$ 1,401,105	\$ 1,984,081
ENDING BAL PRIOR TO BORROW	\$ 2,908,794	\$ 1,802,004	\$ 620,984	\$ 53,780	\$ 2,017,005	\$ 2,331,046	\$ 2,974,970	\$ 2,101,093	\$ 1,593,409	\$ 4,308,183	\$ 3,611,778	\$ 3,046,854
ENDING BALANCE	\$ 2,908,794	\$ 1,802,004	\$ 620,984	\$ 2,053,780	\$ 2,017,005	\$ 2,331,046	\$ 2,974,970	\$ 2,101,093	\$ 1,593,409	\$ 4,308,183	\$ 3,611,778	\$ 1,046,854

**RANCHO SANTA FE ELEMENTARY
2025-26 CASHFLOW**



DESCRIPTION	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
REVENUES:	\$ 283,516	\$ 476,596	\$ 399,006	\$ 747,763	\$ 1,170,592	\$ 3,791,621	\$ 2,064,164	\$ 480,814	\$ 647,095	\$ 4,391,117	\$ 726,905	\$ 1,448,631
EXPENDITURES:	\$ 447,595	\$ 896,260	\$ 1,424,012	\$ 1,324,053	\$ 1,409,350	\$ 1,470,261	\$ 1,403,791	\$ 1,447,163	\$ 1,812,096	\$ 1,272,319	\$ 1,425,074	\$ 2,090,474
ENDING BAL PRIOR TO BORROW:	\$ 872,177	\$ 81,580	\$ (833,683)	\$ (1,409,852)	\$ (1,648,611)	\$ 799,167	\$ 1,459,629	\$ 462,980	\$ (472,022)	\$ 2,816,777	\$ 1,916,609	\$ 1,276,766
ENDING BALANCE:	\$ 872,177	\$ 81,580	\$ (833,683)	\$ (1,409,852)	\$ (1,648,611)	\$ 799,167	\$ 1,459,629	\$ 462,980	\$ (472,022)	\$ 2,816,777	\$ 1,916,609	\$ 1,276,766

Budget, July 1
2024-25 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

37 68312 0000000
Form CEA
G8BGZEH1NB(2025-CEA)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	6,905,035.35	301	0.00	303	6,905,035.35	305	6,883.00		307	6,898,152.35	309
2000 - Classified Salaries	3,136,383.65	311	0.00	313	3,136,383.65	315	0.00		317	3,136,383.65	319
3000 - Employee Benefits	4,305,474.33	321	63,732.00	323	4,241,742.33	325	0.00		327	4,241,742.33	329
4000 - Books, Supplies Equip Replace. (6500)	607,675.49	331	3,600.00	333	604,075.49	335	134,331.67		337	469,743.62	339
5000 - Services, & 7300 - Indirect Costs	2,021,344.59	341	80,000.00	343	1,941,344.59	345	130,100.00		347	1,811,244.59	349
TOTAL					16,828,581.41	365			TOTAL	16,557,266.54	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)			Object	EDP No.
1. Teacher Salaries as Per EC 41011			1100	375
2. Salaries of Instructional Aides Per EC 41011			2100	380
3. STRS.			3101 & 3102	362
4. PERS.			3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative			3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)			3401 & 3402	385
7. Unemployment Insurance			3501 & 3502	390
8. Workers' Compensation Insurance			3601 & 3602	392
9. OPEB, Active Employees (EC 41372)			3751 & 3752	
10. Other Benefits (EC 22310)			3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)				395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2				
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)				396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*				396
14. TOTAL SALARIES AND BENEFITS				397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372				60.05%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')				

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	6,874,640.92	301	0.00	303	6,874,640.92	305	6,444.00		307	6,868,196.92	309
2000 - Classified Salaries	3,259,753.69	311	0.00	313	3,259,753.69	315	0.00		317	3,259,753.69	319
3000 - Employee Benefits	4,727,775.85	321	57,598.00	323	4,670,177.85	325	0.00		327	4,670,177.85	329
4000 - Books, Supplies Equip Replace. (6500)	530,639.00	331	2,000.00	333	528,639.00	335	208,010.13		337	320,628.87	339
5000 - Services . & 7300 - Indirect Costs	2,037,913.00	341	90,000.00	343	1,947,913.00	345	170,500.00		347	1,777,413.00	349
TOTAL					17,281,124.46	365	TOTAL			16,896,170.33	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	5,712,314.92	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,246,027.00	380
3. STRS.	3101 & 3102	1,752,366.26	382
4. PERS.	3201 & 3202	281,615.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	168,126.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	976,800.00	385
7. Unemployment Insurance.	3501 & 3502	3,503.00	390
8. Workers' Compensation Insurance.	3601 & 3602	121,771.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	10,262,523.18	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS.	10,262,523.18	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary , 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	60.74%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary , 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	60.74%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	16,896,170.33
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Rancho Santa Fe Elementary (68312) - 25-26 Budget
7/1/26

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	574	543	515	500				
Unduplicated Pupil Count (UPC)	52	56	56	56				
Unduplicated Pupil Percentage (UPP)	8.77%	9.38%	10.05%	10.78%	0.00%	0.00%	0.00%	0.00%
Current Year LCFF Average Daily Attendance (ADA)	539.00	509.70	478.31	475.31	475.31			
Funded LCFF ADA	566.40	548.43	538.32	508.96	487.73	476.30	316.87	158.44
LCFF ADA Funding Method	Prior Year	3PY Average	3PY Average	3PY Average	3PY Average	3PY Average	3PY Average	3PY Average
Current Year Necessary Small School (NSS) ADA								
Funded NSS ADA								
LCFF Entitlement Summary								
Base Grant	\$5,282,863	\$5,535,445	\$5,490,829	\$5,310,019	\$5,240,974	\$5,293,678	\$3,638,311	\$1,878,144
Grade Span Adjustment	190,161	201,271	203,176	201,055	202,842	204,196	140,422	72,489
Adjusted Base Grant	\$5,473,024	\$5,736,716	\$5,694,005	\$5,511,074	\$5,443,816	\$5,497,874	\$3,778,733	\$1,950,633
Supplemental Grant	95,997	107,620	114,450	118,819				
Concentration Grant								
Total Base, Supplemental and Concentration Grant	\$5,569,021	\$5,844,336	\$5,808,455	\$5,629,893	\$5,443,816	\$5,497,874	\$3,778,733	\$1,950,633
Allowance: Necessary Small School								
Add-on: Targeted Instructional Improvement Block Grant	35,519	35,519	35,519	35,519	35,519	35,519	35,519	35,519
Add-on: Home-to-School Transportation								
Add-on: Small School District Bus Replacement Program								
Add-on: Economic Recovery Target								
Add-on: Transitional Kindergarten								
Total Allowance and Add-On Amounts	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519	\$35,519
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$5,604,540	\$5,879,855	\$5,843,974	\$5,665,412	\$5,479,335	\$5,533,393	\$3,814,252	\$1,986,152
Miscellaneous Adjustments								
Total LCFF Entitlement (excludes Additional State Aid)	\$ 5,604,540	\$ 5,879,855	\$ 5,843,974	\$ 5,665,412	\$ 5,479,335	\$ 5,533,393	\$ 3,814,252	\$ 1,986,152
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 9,895	\$ 10,721	\$ 10,856	\$ 11,131	\$ 11,234	\$ 11,617	\$ 12,037	\$ 12,536
Additional State Aid	157,463	157,463	157,463	157,463	157,463	157,463	157,463	157,463
Total LCFF Entitlement with Additional State Aid	5,762,003	6,037,318	6,001,437	5,822,875	5,636,798	5,690,856	3,971,715	2,143,615
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 11,267,585	\$ 12,089,128	\$ 12,995,763	\$ 13,515,547	\$ 13,988,591	\$ 14,478,192	\$ 14,912,538	\$ 15,359,914
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 113,280	\$ 109,686	\$ 107,664	\$ 101,792	\$ 97,546	\$ 95,260	\$ 63,374	\$ 31,688
Net State Aid (excludes Additional State Aid)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional State Aid	\$ 157,463	\$ 157,463	\$ 157,463	\$ 157,463	\$ 157,463	\$ 157,463	\$ 157,463	\$ 157,463
Total Funding Sources	\$ 11,538,328	\$ 12,366,277	\$ 13,260,890	\$ 13,774,802	\$ 14,243,600	\$ 14,730,915	\$ 15,133,375	\$ 15,549,065

LCFF Sources Summary										
Funding Source Summary										
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$	11,267,585	\$	12,099,128	\$	12,995,763	\$	13,915,947	\$	15,359,914
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$	113,280	\$	109,686	\$	107,664	\$	101,792	\$	31,688
Net State Aid (excludes Additional State Aid)	\$	-	\$	-	\$	-	\$	-	\$	-
Additional State Aid	\$	157,463	\$	157,463	\$	157,463	\$	157,463	\$	157,463
Total Funding Sources	\$	11,538,328	\$	12,366,277	\$	13,260,890	\$	14,243,600	\$	15,549,065
Funding Source by Resource-Object										
State Aid (Resource Code 0000, Object Code 8011)	\$	157,463	\$	157,463	\$	157,463	\$	157,463	\$	157,463
EPA, Current Year (Resource 1400, Object Code 8012)	\$	113,280	\$	109,686	\$	107,664	\$	97,546	\$	31,688
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	1,280	\$	-	\$	0	\$	-	\$	-
Property Taxes (Object 8021 to 8089)	\$	11,267,585	\$	12,099,128	\$	12,995,763	\$	13,988,591	\$	15,359,914
% Change				7.3800%		7.4107%		3.9996%		3.0000%
In-Lieu of Property Taxes (Object Code 8096)		-		-		-		-		-
Entitlement and Source Reconciliation										
Basic Aid/Excess Tax District Status		Basic Aid		Basic Aid		Basic Aid		Basic Aid		Basic Aid
Total LCFF Entitlement	\$	5,604,540	\$	5,879,855	\$	5,843,974	\$	5,665,412	\$	1,986,152
Additional State Aid	\$	157,463	\$	157,463	\$	157,463	\$	157,463	\$	157,463
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	113,280	\$	109,686	\$	107,664	\$	97,546	\$	31,688
Excess Taxes before Minimum State Aid	\$	5,663,045	\$	6,219,273	\$	7,151,789	\$	8,509,256	\$	13,373,762
Total Funding Sources	\$	11,538,328	\$	12,366,277	\$	13,260,890	\$	14,243,600	\$	15,549,065
LCAP Percentage to Increase or Improve Services Calculation										
Base Grant (Excludes add-ons for T11G & Transportation)					\$	5,668,537	\$	5,601,279	\$	2,108,096
Supplemental and Concentration Grant funding in the LCAP year					\$	118,819	\$	-	\$	-
Projected Additional 15% Concentration Grant funding in the LCAP year					\$	-	\$	-	\$	-
Percentage to Increase or Improve Services						2.10%		0.00%		0.00%

PER-ADA FUNDING LEVELS									
1	2	3	4	5	6	7	8	9	10

Base, Supplemental and Concentration Rate per ADA		
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Grades TK-3	\$ 10,296.49	\$ 11,156.44	\$ 11,290.47	\$ 11,567.12	\$ 11,665.00	\$ 12,063.00	\$ 12,463.00	\$ 12,867.00
Grades 4-6	\$ 9,467.19	\$ 10,257.89	\$ 10,381.56	\$ 10,635.46	\$ 10,725.00	\$ 11,092.00	\$ 11,459.00	\$ 11,830.00
Grades 7-8	\$ 9,748.03	\$ 10,561.48	\$ 10,688.61	\$ 10,950.30	\$ 11,043.00	\$ 11,421.00	\$ 11,799.00	\$ 12,181.00
Grades 9-12	\$ 11,590.80	\$ 12,558.25	\$ 12,710.45	\$ 13,020.80	\$ 13,131.00	\$ 13,580.00	\$ 14,030.00	\$ 14,484.00

[illegible]

Grades TK-3	\$	9,166	\$	9,919	\$	10,025	\$	10,256	\$	10,566	\$	10,927	\$	11,289	\$	11,655
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,725	\$	11,092	\$	11,459	\$	11,830
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	11,043	\$	11,421	\$	11,799	\$	12,181
Grades 9-12	\$	11,102	\$	12,015	\$	12,144	\$	12,423	\$	12,798	\$	13,236	\$	13,674	\$	14,117

[illegible]

Grades TK-3	\$	953	\$	1,032	\$	1,043	\$	1,067	\$	1,099	\$	1,136	\$	1,174	\$	1,212
Grades 9-12	\$	289	\$	312	\$	316	\$	323	\$	333	\$	344	\$	356	\$	367

Prorated Base, Supplemental and Concentration Rate per ADA	10-000	10-000	10-000	10-000

Grades TK-3	\$	10,119	\$	10,951	\$	11,068	\$	11,323	\$	11,665	\$	12,063	\$	12,463	\$	12,867
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,725	\$	11,092	\$	11,459	\$	11,830
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	11,043	\$	11,421	\$	11,799	\$	12,181
Grades 9-12	\$	11,391	\$	12,327	\$	12,460	\$	12,746	\$	13,131	\$	13,580	\$	14,030	\$	14,484

[illegible]

Grades TK-3	\$	9,166	\$	9,919	\$	10,075	\$	10,256	\$	10,566	\$	10,927	\$	11,289	\$	11,653
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,725	\$	11,092	\$	11,459	\$	11,830
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	11,043	\$	11,421	\$	11,799	\$	12,181
Grades 9-12	\$	11,102	\$	12,015	\$	12,144	\$	12,423	\$	12,798	\$	13,236	\$	13,674	\$	14,117

[illegible]

Grades TK-3	\$	953	\$	1,032	\$	1,043	\$	1,067	\$	1,099	\$	1,136	\$	1,174	\$	1,212
Grades 9-12	\$	289	\$	312	\$	316	\$	323	\$	333	\$	344	\$	356	\$	367

[illegible][illegible]

Grades TK-3	\$	2,024	\$	2,190	\$	2,214	\$	2,265	\$	2,333	\$	2,415	\$	2,493	\$	2,569
Grades 4-6	\$	1,861	\$	2,014	\$	2,035	\$	2,145	\$	2,218	\$	2,292	\$	2,366	\$	2,436
Grades 7-8	\$	1,916	\$	2,073	\$	2,096	\$	2,144	\$	2,209	\$	2,284	\$	2,360	\$	2,436
Grades 9-12	\$	2,278	\$	2,465	\$	2,492	\$	2,549	\$	2,626	\$	2,716	\$	2,806	\$	2,897

Actual - 1.00 ADA, Local UPP as follows:

Grades TK-3	\$	177	\$	205	\$	222	\$	244	\$	-	\$	-	\$	-	\$	-	\$
Grades 4-6	\$	163	\$	189	\$	205	\$	224	\$	-	\$	-	\$	-	\$	-	\$
Grades 7-8	\$	168	\$	194	\$	211	\$	231	\$	-	\$	-	\$	-	\$	-	\$
Grades 9-12	\$	200	\$	231	\$	250	\$	275	\$	-	\$	-	\$	-	\$	-	\$

Concentration Grant (>55% population)	65%	65%	65%	69%	65%	65%	65%
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[illegible]

Grades TK-3	\$	6,577	\$	7,118	\$	7,194	\$	7,200	\$	7,210	\$	7,210	\$	7,448	\$	7,690
Grades 4-6	\$	6,048	\$	6,545	\$	6,615	\$	6,767	\$	7,178	\$	7,424	\$	7,669	\$	7,918
Grades 7-8	\$	6,227	\$	6,739	\$	6,811	\$	6,967	\$	7,178	\$	7,424	\$	7,669	\$	7,918
Grades 9-12	\$	7,404	\$	8,013	\$	8,099	\$	8,285	\$	8,535	\$	8,827	\$	9,120	\$	9,415

Actual - 1.00 ADA, Local UPP >55% as follows:

Grades TK-3	\$	\$	\$
Grades 4-6	\$	\$	\$
Grades 7-8	\$	\$	\$
Grades 9-12	\$	\$	\$

Rancho Santa Fe Elementary
Multi-Year Projections Summary Report
2025-26 Adopted Budget

DESCRIPTION	OBJECT CODE	FY 2025-26			FY 2026-27			FY 2027-28			
		Current (Base Year)			First Projected Year			Second Projected Year			
		Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	
A	Beginning Balance as of July 1		\$1,518,912	\$348,204	\$1,867,117	\$1,096,714	\$343,298	\$1,440,012	\$803,987	\$288,527	\$1,092,514
B	Revenues										
1	Revenue Limit Sources	8010-8099	13,774,802	49,908	13,824,710	14,243,600	49,908	14,293,508	14,699,231	49,908	14,749,139
2	Federal Revenues	8100-8299	0	206,637	206,637	0	206,637	206,637	0	206,637	206,637
3	Other State Revenues	8300-8599	178,657	1,107,992	1,286,649	127,421	817,962	945,384	127,421	817,962	945,384
4	Other Local Revenues	8600-8799	1,320,000	374,708	1,694,708	1,325,960	374,708	1,700,668	1,331,665	374,708	1,706,373
5	Total Revenues		15,273,459	1,739,245	17,012,704	15,696,981	1,449,215	17,146,197	16,158,317	1,449,215	17,607,533
Beginning Balance & Revenue (A+B5)			\$16,792,371	\$2,087,449	\$18,879,820	\$16,793,695	\$1,792,514	\$18,586,209	\$16,962,304	\$1,737,742	\$18,700,046
C	Expenditures										
1	Certificated Salaries	1000-1999	5,877,497	997,144	6,874,641	6,280,353	714,594	6,994,947	6,390,259	727,100	7,117,359
2	Classified Salaries	2000-2999	2,292,065	967,689	3,259,754	2,320,715	979,785	3,300,501	2,349,724	992,032	3,341,757
3	Employee Benefits	3000-3999	3,221,443	1,506,333	4,727,776	3,274,010	1,520,057	4,794,067	3,344,888	1,541,786	4,886,674
4	Books & Supplies	4000-4999	429,849	100,790	530,639	442,658	103,794	546,452	454,920	106,669	561,589
5	Services, Other Operating Exp	5000-5999	1,582,825	455,088	2,037,913	1,629,993	468,650	2,098,643	1,675,144	481,631	2,156,775
6	Capital Outlay	6000-6999	0	0	0	0	0	0	0	0	0
7	Other Outgo - exclude Direct Sup.	7100-7299	0	0	0	0	0	0	0	0	0
8	Debt Service	7400-7499	9,086	0	9,086	9,086	0	9,086	9,086	0	9,086
9	Direct Support/Indirect Costs	7300-7399	0	0	0	0	0	0	0	0	0
10	CSR Reduction (for info only)	1000-7999	0	0	0	0	0	0	0	0	0
11	Projected Budget Reduction		0	0	0	0	0	0	0	0	0
12	Total Expenditures:		\$13,412,764	\$4,027,044	\$17,439,808	\$13,956,816	\$3,786,879	\$17,743,695	\$14,224,022	\$3,849,218	\$18,073,240
D	Interfund Xfers/Other Sources										
1	Transfers In	8910-8929	0	0	0	250,000	0	250,000	300,000	0	300,000
2	Transfers Out	7610-7629	0	0	0	0	0	0	0	0	0
3	Sources	8930-8979	0	0	0	0	0	0	0	0	0
4	Uses	7630-7699	0	0	0	0	0	0	0	0	0
5	Contributions	8980-8999	(2,282,893)	2,282,893	0	(2,282,893)	2,282,893	0	(2,282,893)	2,282,893	0
E	Net Increase (Decrease) in Fund Balance		(\$422,198)	(\$4,906)	(\$427,105)	(\$292,727)	(\$54,771)	(\$347,498)	(\$48,597)	(\$117,110)	(\$165,707)
F	Ending Balance		\$1,096,714	\$343,298	\$1,440,012	\$803,987	\$288,527	\$1,092,514	\$755,389	\$171,417	\$926,806
1	Revolving Cash	9711	0	0	0	0	0	0	0	0	0
2	Other Reserves	97xx	0	0	0	0	0	0	0	0	0
3	Restricted	9740	0	343,298	343,298	0	288,527	288,527	0	171,417	171,417
4	Stabilization Arrangements	9750	0	0	0	0	0	0	0	0	0
5	Other Commitments	9760	0	0	0	0	0	0	0	0	0
6	Assigned - Other Assignments	9780	0	0	0	0	0	0	0	0	0
7	Reserve for Economic Uncertainties	9789	697,592	0	697,592	709,748	0	709,748	722,930	0	722,930
8	Unassigned/unappropriated Amount	9790	399,122	0	399,122	94,239	0	94,239	32,460	0	32,460
G	Components of Ending Fund Balance Total		\$1,096,714	\$343,298	\$1,440,012	\$803,987	\$288,527	\$1,092,514	\$755,389	\$171,417	\$926,806
4% Calculated Reserve, or \$50,000 (greater of the two)											
Reserve Percentage Level for this district:		4.00%			Total Reserves		4% Calculated	Difference*			
FY 2025-26 ADA Input Sheet (District):		475.31			FY 2025-26 Bud	\$697,592	\$697,592			\$0	
					FY 2026-27 Proj	\$709,748	\$709,748			\$0	
					FY 2027-28 Proj	\$722,930	\$722,930			\$0	
FY 2026-27 Unappropriated Amount is:		Positive									
FY 2027-28 Unappropriated Amount is:		Positive									

Criteria & Standards



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	475
District's ADA Standard Percentage Level:	2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	566	566		
Charter School				
Total ADA	566	566	0.0%	Met
Second Prior Year (2023-24)				
District Regular	510	510		
Charter School				
Total ADA	510	510	0.0%	Met
First Prior Year (2024-25)				
District Regular		538		
Charter School	538	0		
Total ADA	538	538	0.0%	Met
Budget Year (2025-26)				
District Regular	509			
Charter School	0			
Total ADA	509			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	574	574		
Charter School				
Total Enrollment	574	574	0.0%	Met
Second Prior Year (2023-24)				
District Regular	543	543		
Charter School				
Total Enrollment	543	543	0.0%	Met
First Prior Year (2024-25)				
District Regular	515	515		
Charter School				
Total Enrollment	515	515	0.0%	Met
Budget Year (2025-26)				
District Regular	500			
Charter School				
Total Enrollment	500			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	539	574	
Charter School		0	
Total ADA/Enrollment	539	574	93.9%
Second Prior Year (2023-24)			
District Regular	510	543	
Charter School	0		
Total ADA/Enrollment	510	543	93.8%
First Prior Year (2024-25)			
District Regular	478	515	
Charter School			
Total ADA/Enrollment	478	515	92.9%
Historical Average Ratio:			93.5%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.0%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	475	500		
Charter School	0			
Total ADA/Enrollment	475	500	95.1%	Not Met
1st Subsequent Year (2026-27)				
District Regular	466	490		
Charter School				
Total ADA/Enrollment	466	490	95.1%	Not Met
2nd Subsequent Year (2027-28)				
District Regular	461	485		
Charter School				
Total ADA/Enrollment	461	485	95.1%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Over the past few years, our district has faced an issue with chronic absenteeism. Our goal is to exceed our historical average, targeting 95%. We will be implementing a chronic absenteeism plan for the 2025-26 school year.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	538.32	508.96		
b. Prior Year ADA (Funded)		538.32	508.96	0.00
c. Difference (Step 1a minus Step 1b)		(29.36)	(508.96)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(5.45%)	(100.00%)	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(5.45%)	(100.00%)	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):				
		N/A	N/A	N/A

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	12,997,812.67	13,515,547.00	13,988,591.00	14,478,192.00
Percent Change from Previous Year		3.98%	3.50%	3.50%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		2.98% to 4.98%	2.50% to 4.50%	2.50% to 4.50%

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	13,262,939.67	13,774,802.00	14,234,600.00	14,699,231.00
District's Projected Change in LCFF Revenue:		3.86%	3.34%	3.26%
Basic Aid Standard		2.98% to 4.98%	2.50% to 4.50%	2.50% to 4.50%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:	98% of LCFF funds are from property taxes, with 2% from Rev Limt (O-8011) and EPA (O-1400). The funds we receive from non-property taxes are at a minimum level, with minimal year-over-year change. As we enter 25/26, property tax growth is starting to decline and normalize from high-growth years due to COVID. (In addition, the projected increase is within the Basic Aid standard range.)
(required if NOT met)	

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
Fiscal Year	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2022-23)	9,080,008.89	11,502,827.19	78.9%
Second Prior Year (2023-24)	9,975,354.43	12,382,852.20	80.6%
First Prior Year (2024-25)	10,670,401.45	13,456,055.38	79.3%
	Historical Average Ratio:		79.6%
	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	75.6% to 83.6%	75.6% to 83.6%	75.6% to 83.6%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2025-26)	11,391,004.59	13,412,764.46	84.9%	Not Met
1st Subsequent Year (2026-27)	11,875,077.73	13,936,814.73	85.2%	Not Met
2nd Subsequent Year (2027-28)	12,084,871.00	14,224,021.00	85.0%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

As we deplete our 1x funds, they become unrestricted, thus increasing the total number.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(5.45%)	(100.00%)	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-15.45% to 4.55%	-110.00% to -90.00%	-10.00% to 10.00%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-10.45% to -0.45%	-105.00% to -95.00%	-5.00% to 5.00%

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

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	185,511.00		
Budget Year (2025-26)	206,637.00	11.39%	Yes
1st Subsequent Year (2026-27)	206,637.00	0.00%	Yes
2nd Subsequent Year (2027-28)	206,637.00	0.00%	No

Explanation:

(required if Yes)

The district is expecting to receive more funds for resource 3310 than it did in the previous year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	988,830.62		
Budget Year (2025-26)	1,095,965.94	10.83%	Yes
1st Subsequent Year (2026-27)	945,383.00	(13.74%)	Yes
2nd Subsequent Year (2027-28)	945,383.00	0.00%	No

Explanation:

(required if Yes)

The district will utilize unused ending fund balances in 25/26, which were placed in the MYP for a more accurate representation. From 25-26 to 26-27, those EFBs will be depleted.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	1,802,639.00		
Budget Year (2025-26)	1,694,708.00	(5.99%)	No
1st Subsequent Year (2026-27)	1,700,668.00	.35%	Yes
2nd Subsequent Year (2027-28)	1,706,373.00	.34%	No

Explanation:

(required if Yes)

The very minimal increase from 25-26 to 26-27 is anticipated interest.

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

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

569,793.49		
530,639.00	(6.87%)	No
526,452.00	(.79%)	Yes
561,589.00	6.67%	Yes

Explanation:

(required if Yes)

The district has 1x expenditures in 25-26 that will not occur in 26-27.

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

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

2,021,344.59		
2,037,913.00	.82%	Yes
2,098,643.00	2.98%	Yes
2,156,775.00	2.77%	No

Explanation:

(required if Yes)

We are anticipating fewer services in 25/26 than in 24/25. We expect the 25/26 amount should be very close to 24/25.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

2,976,980.62		
2,997,310.94	.68%	Met
2,852,688.00	(4.83%)	Not Met
2,858,393.00	.20%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)

Budget Year (2025-26)

1st Subsequent Year (2026-27)

2nd Subsequent Year (2027-28)

2,591,138.08		
2,568,552.00	(.87%)	Met
2,625,095.00	2.20%	Not Met
2,718,364.00	3.55%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue

(linked from 6B

if NOT met)

The district is expecting to receive more funds for resource 3310 than it did in the previous year.

Explanation:

Other State Revenue

(linked from 6B

if NOT met)

The district will utilize unused ending fund balances in 25/26, which were placed in the MYP for a more accurate representation. From 25-26 to 26-27, those EFBs will be depleted.

Explanation:

Other Local Revenue

The very minimal increase from 25-26 to 26-27 is anticipated interest.

(linked from 6B
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The district has 1x expenditures in 25-26 that will not occur in 26-27.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

We are anticipating fewer services in 25/26 than in 24/25. We expect the 25/26 amount should be very close to 24/25.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

16,805,874.46

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required

Budgeted Contribution¹

Minimum Contribution
(Line 2c times 3%)

to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

16,805,874.46

504,176.23

217,237.90

Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

☒ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])

☐ Other (explanation must be provided)

Explanation:

(required if NOT met
and Other is marked)

Due to the district's small size, this portion is inapplicable.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,177,140.12	2,361,887.69	1,518,912.34
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,177,140.12	2,361,887.69	1,518,912.34
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	16,993,803.42	18,101,274.49	17,665,964.51
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	16,993,803.42	18,101,274.49	17,665,964.51
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	6.9%	13.0%	8.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	2.3%	4.3%	2.9%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	(1,626,814.93)	14,002,827.19	11.6%	Not Met
Second Prior Year (2023-24)	1,184,747.57	14,882,852.20	N/A	Met
First Prior Year (2024-25)	(852,975.35)	13,456,055.38	6.3%	Not Met
Budget Year (2025-26) (Information only)	(322,790.45)	13,412,764.46		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
(required if NOT met)

In 2022-2023, funds were transferred from 01 to 17, thereby lowering the EFB. The district's SPED contribution continues to increase.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

475

District's Fund Balance Standard Percentage Level:

1.3%

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2022-23)	2,052,684.63	2,813,955.05	N/A	Met
Second Prior Year (2023-24)	3,256,344.16	1,187,140.12	63.5%	Not Met
First Prior Year (2024-25)	1,729,907.56	2,371,887.69	N/A	Met
Budget Year (2025-26) (Information only)	1,518,912.34			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

In 23/24, money was moved into reserves.

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)		Not Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - General fund cash balance is projected to be negative at the end of the current fiscal year. Provide reasons for the negative cash balance and what changes or remedies will be made to ensure that the general fund is solvent and is able to satisfy its current year financial obligations.

Explanation:
(required if NOT met)

District is using the County's cash flow worksheet.

10. CRITERION: Reserves

STANDARD: Available reserves* for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$88,000 (greater of)	0 to 300
4% or \$88,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

* Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	475	475	475
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

No

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	17,439,808.46	17,723,694.73	18,073,088.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	17,439,808.46	17,723,694.73	18,073,088.00

4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	697,592.34	708,947.79	722,923.52
6.	Reserve Standard - by Amount (\$88,000 for districts with 0 to 1,000 ADA, else 0)	88,000.00	88,000.00	88,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	697,592.34	708,947.79	722,923.52

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,196,121.89	923,395.29	874,798.42
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(.30)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,196,121.59	923,395.29	874,798.42
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	6.86%	5.21%	4.84%
District's Reserve Standard (Section 10B, Line 7):		697,592.34	708,947.79	722,923.52
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	(2,193,295.77)			
Budget Year (2025-26)	(2,282,892.87)	89,597.10	4.1%	Met
1st Subsequent Year (2026-27)	(2,282,892.87)	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	(2,282,892.87)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	500,000.00	500,000.00	New	Not Met
2nd Subsequent Year (2027-28)	600,000.00	100,000.00	20.0%	Not Met
1c. Transfers Out, General Fund *				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

SACs isn't picking up the correct amount in the MYP. 26-27 has a transfer in of \$250,000, and 27-28 has a transfer in of \$300,000.

- 1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

- 2 For the district's OPEB:
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

No

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund Governmental Fund

- 4 OPEB Liabilities

- a. Total OPEB liability

1,190,798.00

- b. OPEB plan(s) fiduciary net position (if applicable)

291,381.00

- c. Total/Net OPEB liability (Line 4a minus Line 4b)

899,417.00

- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

6/30/2024

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

57,598.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

53,000.00

- d. Number of retirees receiving OPEB benefits

4,00

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	52	50	50	50

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

We have not settled negotiations for 24/25 and have not started 25/26.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

69,357		
Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

7. Amount included for any tentative salary schedule increases

294,767	0	0
Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	No	No
660,000		

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Yes		

The district has included a 4.25% raise for 24/25 in the 25/26 budget.

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	42	42	42	42

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

The district is a "me-too" district and tied to certificated negotiations.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

34,961		
Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

7. Amount included for any tentative salary schedule increases

148,584		
Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	No	No
554,400		
Yes		

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	7	6	6	6

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Management is part of the "me-too" agreement

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

8,512

4. Amount included for any tentative salary schedule increases

36,176

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	No	No
79,200		

**Management/Supervisor/Confidential
Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Yes	Yes	Yes

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
No	No	No

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 17, 2025

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No
Yes
Yes
No
Yes
No
No
No
No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

--

End of School District Budget Criteria and Standards Review

District: Rancho Santa Fe School District
CDS #: 37-68312

Adopted Budget
2025-26 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/Unappropriated Fund Balances

Form	Fund	2025-26 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$1,196,121.89	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$6,761,998.73	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$7,958,120.62	
District Standard Reserve Level		4%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$318,324.82	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$7,639,795.80	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2025-26 Budget	Description of Need
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$718,848.00	Move to GF to cover 24-25 Capital Outlay
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$3,169,635.00	Deferred Maintenance Fund + \$350K for 25-26 & 26-27 contribution
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$829,623.00	Technology Reserves + \$200K for 25-26 & 26-27 contribution
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$1,817,164.00	Education Fund (Classroom Upgrades, Curriculum) - includes \$75K for new K-5 Social Science & ELA curriculum
01	General Fund - Checking Acct.	\$1,104,525.80	Working cash flow & Unplanned Capital Outlay
Insert Lines above as needed			
Total of Substantiated Needs		\$7,639,795.80	

Remaining Unsubstantiated Balance **(\$0.00)** Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rancho Santa Fe School District

CDS Code: 37-68312-0000000

School Year: 2025-26

LEA contact information:

Kim Pinkerton

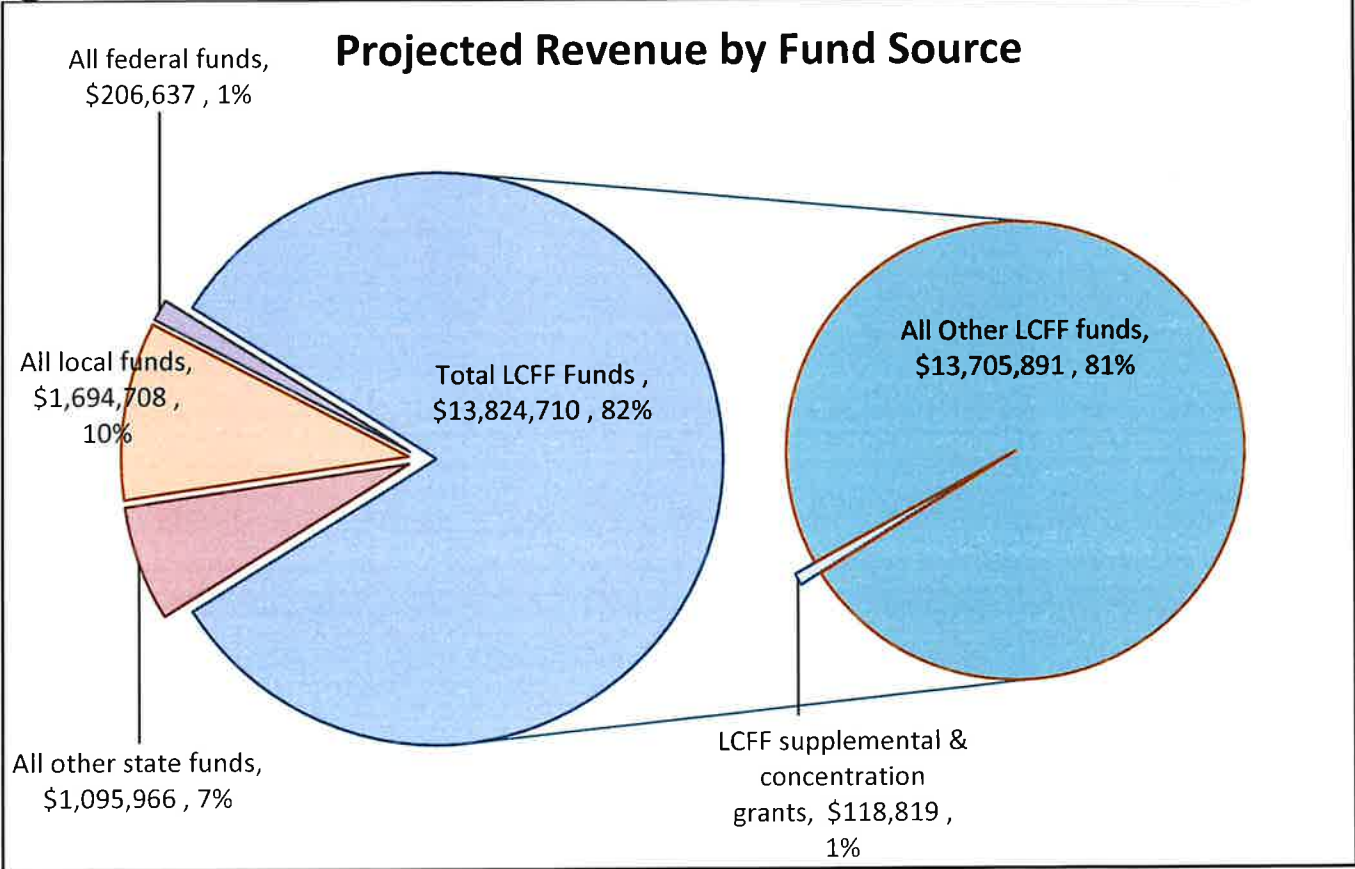
Superintendent

aoppeltz@rsf.k12.ca.us

858.756.1141

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 2025-26 School Year

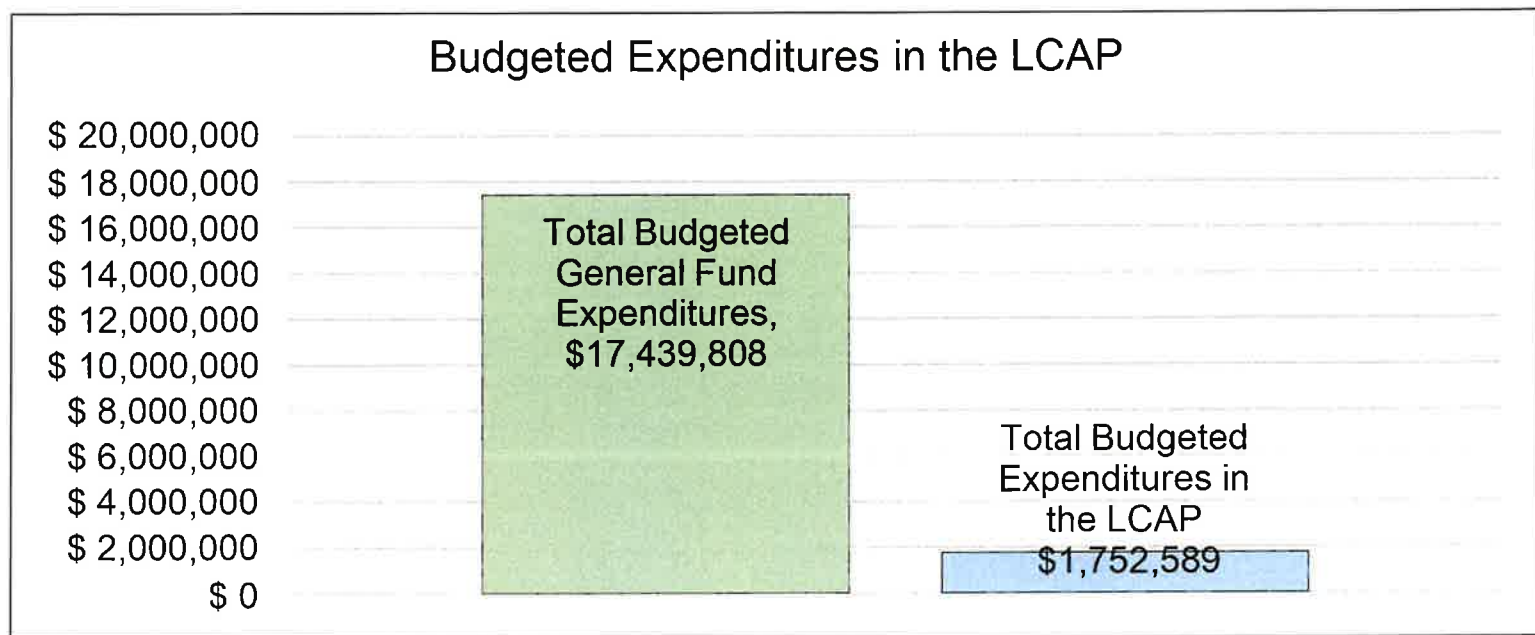


This chart shows the total general purpose revenue Rancho Santa Fe School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rancho Santa Fe School District is \$16,822,021, of which \$13,824,710 is Local Control Funding Formula (LCFF), \$1,095,966 is other state funds, \$1,694,708 is local funds, and \$206,637 is federal funds. Of the \$13,824,710 in LCFF Funds, \$118,819 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 Rancho Santa Fe School District plans to spend for 2025-26. 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: Rancho Santa Fe School District plans to spend \$17,439,808 for the 2025-26 school year. Of that amount, \$1,752,589 is tied to actions/services in the LCAP and \$15,687,219 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

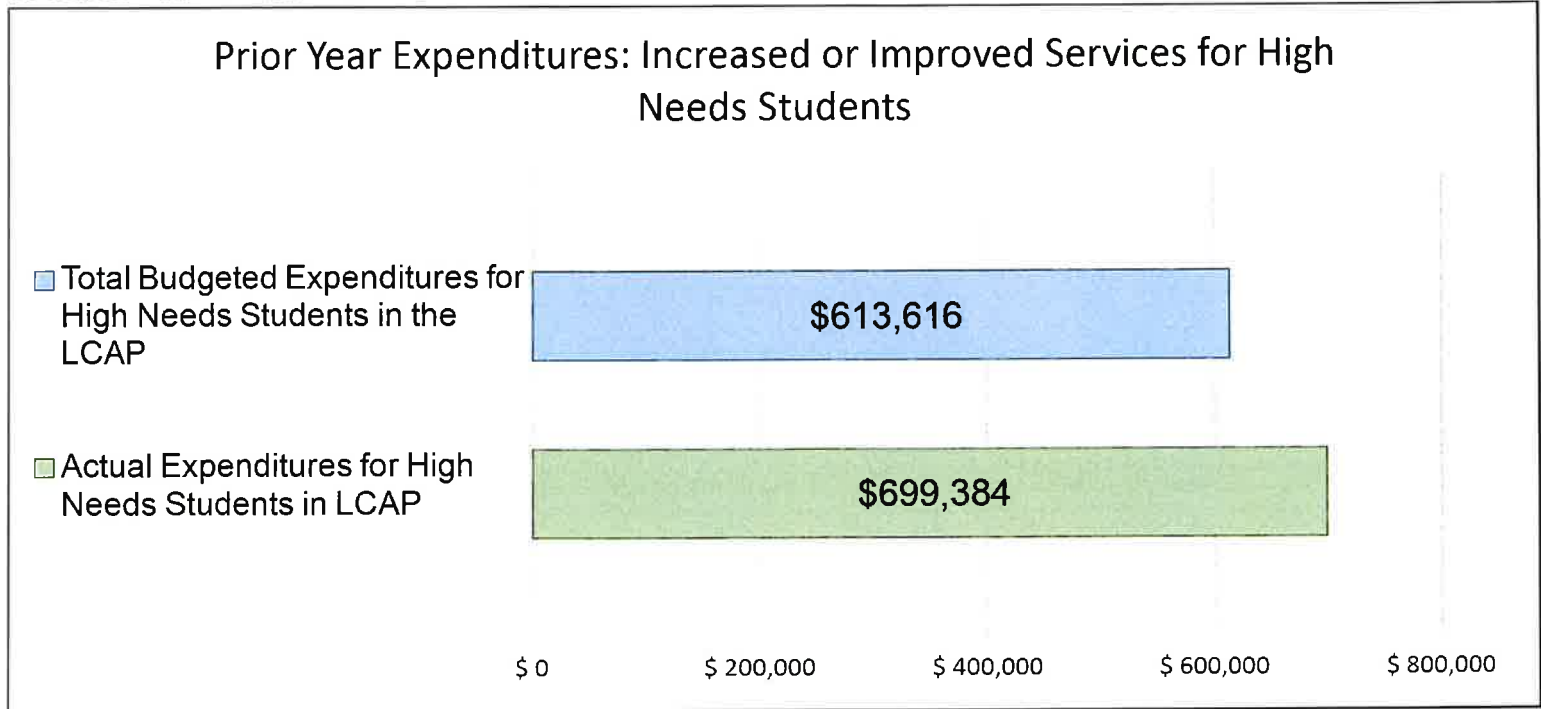
The bulk of the district's budget supports base programming, including salaries and burdens for teachers and staff. Personnel costs represents 85% of the total budget. In addition, these funds support the maintenance and operations of the district and schools.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rancho Santa Fe School District is projecting it will receive \$118,819 based on the enrollment of foster youth, English learner, and low-income students. Rancho Santa Fe School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rancho Santa Fe School District plans to spend \$767,449 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 2024-25



This chart compares what Rancho Santa Fe School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rancho Santa Fe School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rancho Santa Fe School District's LCAP budgeted \$613,616 for planned actions to increase or improve services for high needs students. Rancho Santa Fe School District actually spent \$699,384 for actions to increase or improve services for high needs students in 2024-25.



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
Rancho Santa Fe School District	Kim Pinkerton Superintendent	kpinkerton@rsf.k12.ca.us 858.756.1141

Plan Summary [2025-26]

General Information

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

Rancho Santa Fe School District, located in Rancho Santa Fe, California, operates two schools on a single site: an elementary school that serves students in Kindergarten - fifth grade (approximately 332 students) and a middle school that serves students in grades 6 - 8 (approximately 208 students). District enrollment is approximately 510 students from the communities of Rancho Santa Fe, Elfin Forest, El Cielo, and The Bridges. The Rancho Santa Fe (RSF) community is comprised of approximately 3,000 people. We are committed to being the school of choice within our community. RSF students move on to attend the high-performing public high schools in the San Dieguito School District.

The Rancho Santa Fe School District is one of the oldest districts in San Diego County and has a longstanding history of academic success. We are proud of our rigorous curriculum and instruction in core subjects, as well as providing a comprehensive enrichment program at elementary school (music, art, drama, engineering) and robust elective offerings (sciences, Spanish, music, art, drama, woodshop, coding, engineering) at our middle school. We also offer opportunities before school for students to engage in instrumental music (band, orchestra, or percussion) and choir. Teacher-sponsored lunch groups (K-8) offer additional opportunities for creativity, exploration, and connectedness. We are committed to engaging students in their learning, fostering their creativity, supporting their efforts, and giving them many opportunities to learn their strengths and explore their passions.

We provide an excellent program in Physical Education at all levels. Students in elementary school have 200 minutes of PE every 10 days taught by certificated PE teachers. Students in middle school are offered the opportunity to participate in general PE, team sports, or independent study PE to acquire the required 200 minutes of PE every 10 days. We offer fall, winter, and spring seasons of team sports, with

different sports offered each season. Throughout the school year, we have teams in basketball, volleyball, flag football, soccer, cross country, and track and field, all coached by experts in their fields. Our teams play competitively with private schools since public middle school schools do not offer competitive sports.

Our current social-emotional learning program teaches students social-emotional competencies in six areas: self-awareness, social awareness, self-management, relationship skills, responsible decision-making, and community and global awareness. Our focus is on developing students who are personally responsible, accountable, and aware of their impact on others. We strive to be a caring community that promotes mutual respect, interdependence, global awareness, and service to others.

The Rancho Santa Fe district student population is comprised of the following student groups, as reported through CALPADS on 5/14/2025

- Black or African American: 1.14%
- American Indian or Alaska Native: 0.38%
- Asian: 8.54%
- Filipino: 0.38%
- Nat. Hawaiian/Pacific Islander: 0.00%
- Hispanic or Latino: 11.01%
- Caucasian: 69.07%
- Two or More Races: 5.88%
- Missing (Decline to Specify): 3.61%

Unduplicated Services:

- Socioeconomically Disadvantaged: 7.38%
- English Learners: 6.8%
- Foster Youth: 0%
- Students with Disabilities: 17.09%

The school was completely renovated in 2010 at a cost of \$35 million using voter-approved bond funds. It boasts a beautiful campus with an administration building, five classroom buildings, a performing arts center, a gymnasium, three playgrounds, and an athletic field. Our state-of-the-art classrooms are equipped with interactive whiteboards/document cameras, a one-to-one ratio of iPads to students, and flexible seating. The school is adjacent to the Rancho Santa Fe Public Library and the Rancho Santa Fe Community Center—both partners with the school to provide programs and after-school care.

Reflections: Annual Performance

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

At R. Roger Rowe, we take student achievement seriously. Regularly monitoring academic performance through assessments like the CA SBAC and CAST helps us identify areas of strength and areas for improvement. Our commitment to strong ELA skills is reflected in the impressive SBAC scores. In both elementary (grades 3-5) and middle school (grades 6-8), a commendable 86% and 85% of students, respectively, scored Proficient or Advanced. This indicates a solid foundation in reading, writing, and critical thinking across all grade levels. Mathematics is another area where R. Roger Rowe's students are performing well. In grades 3-5, 89% of students scored Proficient or Advanced, demonstrating a strong grasp of mathematical concepts. While middle school math scores were lower at 78%, this data allows us to target specific areas for improvement in the upcoming school year. In both the 5th and 8th grades, students (79% and 47%, respectively) met or exceeded the state standards. This highlights the effectiveness of our science curriculum in the elementary school and areas of opportunity in our middle school science coursework.

These results are encouraging, but they serve as a springboard, not a finish line. Our focus will be on identifying and addressing any learning gaps specific to the middle school math curriculum to ensure consistent achievement. The science scores on the CAST show we have room for improvement, especially in 8th grade compared to 5th grade. We will continue to strengthen cumulative science understanding in elementary grades with a focus on lab experiences for all grades.

Chronic absenteeism, defined as missing 10% or more of school days, is a significant issue, as represented in the CA School Dashboard for our K-8 students.

2024: Our CA School Dashboard indicates chronic absenteeism at 18.1% for the entire district. While there may be specific groups of students who have higher rates of chronic absenteeism, there is an overall district need to support the reduction of chronic absenteeism.

Among our Latino students, the chronic absenteeism rate is 25.4%. Students with disabilities have a chronic absenteeism rate of 24.3%. Socio-economically disadvantaged students have a chronic absenteeism rate of 45.2%. Caucasian students have a chronic absenteeism rate of 18.6%. English Learners have a chronic absenteeism rate of 35.9%. Effective strategies could include individualized attendance plans, support services, and more collaboration between educators, parents, and relevant stakeholders to remove barriers to attendance. The importance of implementing universal strategies to promote regular attendance and address absenteeism early on, regardless of a student's background or socio-economic status is crucial to a child's success.

This trend highlights the importance of implementing strategies to monitor and address chronic absenteeism early in a child's academic journey. Missing a significant amount of school can negatively impact a student's ability to learn and retain information. Students who are chronically absent often fall behind in their coursework, struggle to develop strong relationships with classmates and teachers, and may lose motivation to attend school altogether. Early intervention is key. By closely monitoring attendance patterns in elementary and middle school, we will identify students at risk of chronic absenteeism and work with families to understand the root causes.

RSFSD will have no LREBG funds available for the new school year, unless the state continues to fund the grant.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff, Classified Staff, Parents, Rancho Santa Fe Education Foundation (RSFEF), Local Bargaining Unit (RSFFA), Administrative Leadership including cabinet, principals, and the Superintendent, Special Education Local Plan Administrator (SELPA)	A LCAP Survey link was sent to educational partners (parents, certificated and classified staff, and administration) in early spring to collect input on district priorities; superintendent and director of special education monthly meetings with NCCSE (SELPA)
Students Grades 4-8	A LCAP Survey link was sent to all students in grades 4-8 in early spring to collect input on district priorities.
Board of Trustees	The Board of Trustees were consulted and reviewed the LCAP draft. Public hearing was held on June 10, 2025. Board approval on June 18, 2025.

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

The adopted LCAP reflects input gathered through multiple engagement efforts. In early spring, a districtwide LCAP survey was shared with all educational partners—including families, staff, and community members—to help identify district priorities. A student-specific survey was also administered to students in grades 4–8 to ensure their perspectives informed the planning process. Feedback consistently highlighted the importance of academic rigor, enrichment, student well-being, and a sense of connectedness.

All Educational Partners at the school are in agreement on what makes the institution special, with an emphasis on small class sizes as a foundational element that positively impacts nearly every aspect of the learning experience. For parents, this translates directly into individualized attention and a "bespoke experience" for their children, fostering stronger relationships with teachers and a deeper understanding of student needs. Staff heartily concur, viewing small classes as vital for effective teaching, allowing for more in-depth

engagement, and improving the overall day-to-day work environment. This shared appreciation for manageable class sizes underscores its importance in creating a high-quality educational setting.

Beyond the classroom, a positive school culture and strong leadership emerge as crucial elements that excite both groups. Parents frequently laud the caring and supportive nature of teachers and staff, noting their dedication and ability to inspire learning. This sentiment is echoed by staff, who highlight leadership support for fostering innovation, encouraging new ideas, and promoting a more collaborative and positive atmosphere. Both groups also celebrate student voice and engagement opportunities, from "Leader in Me" and "Friday Flag" to student-led conferences and the Lighthouse team. This collective enthusiasm for a nurturing, empowering environment, combined with a commitment to academic rigor and continuous improvement, paints a clear picture of what makes this school a thriving community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement & Attendance Improvement: To enhance academic achievement and reduce chronic absenteeism for all students.	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 5: Pupil Engagement (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.

Our academic goals are deeply rooted in our vision to continuously enhance the educational experience and outcomes for all students at R. Roger Rowe Elementary School and R. Roger Rowe Middle School.

Drawing insights from a comprehensive review of SBAC scores, iReady diagnostic tool, and invaluable feedback from teachers, parents, and administrators, we have crafted a targeted plan designed to meet the evolving needs of our student population. As high-performing schools, we celebrate past successes while remaining committed to proactive measures to address emerging challenges.

The data from the CA School Dashboard Data from 2023 revealed concerning trends in chronic absenteeism among multiple student groups, including Hispanic, Low SES, White, and Students with Disabilities. In response, we recognize the imperative to take required action to address attendance disparities and ensure equitable access to education for all students. Our strategic initiatives will prioritize fostering a supportive learning environment to promote regular attendance and student engagement.

Moreover, our plans move beyond academic excellence to encompass holistic student development. Recognizing the interconnectedness of academic achievement and student well-being, we prioritize initiatives that foster a supportive and inclusive learning environment. By addressing chronic absenteeism and providing targeted interventions for English learners, students with disabilities, and those at risk of falling below grade-level standards, we are dedicated to promoting a culture of belonging.

As we embark on this new LCAP cycle, we remain steadfast in our commitment to innovation and continuous improvement. By investing in technology infrastructure, professional development, and specialized programs to meet the diverse needs of our student body, we strive to empower every learner to reach their full potential.

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) The percentage of teachers who are appropriately credential and assigned	1) 100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned		100% of teachers are appropriately credentialed and assigned	Metric Remains Consistent - No Delta
1.2	2) Pupil achievement on State assessments	<p>2) 2022-23 SBAC scores at R. Roger Rowe in ELA, 88% (grades 3-5) and 87% (grades 6-8) of students were Proficient or Advanced.</p> <p>In Mathematics, 87% (3-5) and 81% (6-8) of students were Proficient or Advanced.</p> <p>In 2022-23 CAST (Science) 72% (5th grade) and 77% (8th grade) met or exceeded the state standards.</p>	<p>2023-24 SBAC scores at R. Roger Rowe in ELA, 86% (grades 3-5) and 85% (grades 6-8) of students were Proficient or Advanced.</p> <p>In Mathematics, 89% (3-5) and 78% (6-8) of students were Proficient or Advanced.</p> <p>In 2023-24 CAST (Science) 79% (5th grade) and 47% (8th grade) met or exceeded the state standards.</p>		<p>ELA, 90% (grades 3-5) and 90% (grades 6-8) of students are Proficient or Advanced.</p> <p>In Mathematics, 90% (3-5) and 90% (6-8) of students are Proficient or Advanced.</p> <p>In CAST (Science) 90% (5th grade) and 90% (8th grade) meet or exceed the state standards.</p>	<p>ELA grade 3-5 decrease of 2% and grade 6-8 decrease of 2%</p> <p>Math grade 3-5 increase of 2% and grades 6-8 decrease of 3%</p> <p>CAST 5th grade increase of 7% and 8th grade decrease of 30%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Pupil Achievement on local assessments	Integration of NWEA MAP assessment for the 2024-25 school year	Integration of iReady assessment for grades K-5 in the 2024-25 school year Baseline for K-5: ELA - 67% of students met Typical Growth Math - 67% of students met Typical Growth		75% of K-5 students meet or exceed their growth targets in ELA and Math	Metric changed to iReady with new baseline in Year 1 Outcomes and Year 3 Outcomes
1.4	4) Instructional materials sufficiency	4) 100% of the students will have access to standards-aligned instructional materials.	100% of the students will have access to standards-aligned instructional materials.		100% of the students will have access to standards-aligned instructional materials.	Metric Remains Consistent - No Delta
1.5	5) Implementation of State standards	5) 100% of classrooms implement State standards for all students including English learners as measured by classroom observation and master schedule.	100% of classrooms implement State standards for all students including English learners as measured by classroom observation and master schedule.		100% of classrooms implement State standards for all students including English learners as measured by classroom observation and master schedule.	Metric Remains Consistent - No Delta
1.6	6) Broad course of study	6) 100% of students including unduplicated pupils and pupils with exceptional needs will be enrolled in a broad course of study as	100% of students including unduplicated pupils and pupils with exceptional needs will be		100% of students including unduplicated pupils and pupils with exceptional needs will be	Metric Remains Consistent - No Delta

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		evidenced by master schedule.	enrolled in a broad course of study as evidenced by master schedule.		enrolled in a broad course of study as evidenced by master schedule.	
1.7	7) Progress toward ELA proficiency	7) Baseline for ELL students is 47.6% making progress toward English proficiency based on SBAC ELA scores.	57% of ELL students are making progress toward English proficiency based on SBAC ELA scores		SBAC ELA proficiency 65%	Increase of 9%
1.8	Reclassification rate	10% of ELL students were reclassified in 2023-24 school year.	19% of ELL students were reclassified in 2024-25		25% of ELL students are reclassified annually	9% more ELL students were reclassified
1.9	9) Chronic Absenteeism	9) In the 2023 CA Dashboard: Hispanic students 22.2% chronically absent, students with disabilities 21.3% chronically absent, white students 16.6% chronically absent.	K-8: In the 2024 CA Dashboard: Hispanic students 25.4% chronically absent, students with disabilities 24.3% chronically absent, white students 18.6% chronically absent.		All student groups under the 10% chronic absenteeism threshold.	Increase of 3% for Hispanic students, a increase of 7% for students with disabilities, and an increase of 2% for white students
1.10	10) Student Attendance	10) Our local metrics for average daily attendance from 8/14/2023 - 4/19/24 are: Elementary School - 94% Middle School - 94%	Our local metrics for average daily attendance from 8/14/2024 - 4/19/25 are: Elementary School - 94.59%		Goal for 96% ADA.	ADA increase of .59 in Elementary School and increase of .96 for Middle School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Middle School - 94.96%			

Goal Analysis [2024-25]

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.

In the 2024–25 school year, the R. Roger Rowe carried out multiple components of this goal with an emphasis on enhancing academic achievement and improving student attendance through targeted and inclusive strategies. Significant work was accomplished across ELA, mathematics, science, and student engagement efforts.

ELA Curriculum and Instruction:

We are beginning a comprehensive review of the K–8 ELA program to prepare for adoption in 2025–26. Informed by data on student performance—particularly for English learners, students with disabilities (SWD), low-income students, and students at risk of not meeting standards—we focused efforts on strengthening foundational skills and reading comprehension. Collaborative planning, student work analysis, and instructional coaching supported refinements to the Reading and Writing Units of Study for improved CCSS alignment will be an area of focus in subsequent years.

Mathematics Instruction:

The implementation of the Open Up Resources curriculum for K–5, integrated with Cognitively Guided Instruction (CGI), provided a more conceptual and student-centered approach to math learning. Teacher feedback and student assessment data were used to guide instruction, and additional intervention staff were hired to support elementary students, particularly unduplicated pupils, with in-school math interventions. The middle school math department engaged in collaborative professional learning alongside colleagues in San Dieguito Unified School District.

Science Programming:

NGSS-aligned instruction expanded, with dedicated K–5 science teachers supporting equity in access to standards-based learning. Professional development focused on FOSS kit use, lesson planning, and assessment allowed teachers to better meet the needs of diverse learners. Regular FOSS kit refurbishment will ensure continued implementation quality.

History/Social Studies Programming:

Continued implementation of Middle School curriculum adopted in 2020. We are beginning a comprehensive review of the K-5 Social Studies curriculum to prepare for adoption in 2025-26.

Attendance Initiatives:

Attendance improvement strategies included grade-level competitions, student-led committees (e.g., Lighthouse Leadership Team), and the establishment of peer mentor groups (Best Buddies). Targeted outreach to families of students in historically underrepresented groups (Hispanic, SWD, low SES, and White students) emphasized personalized support plans. An MTSS-aligned digital system (Branching Minds) helped track student progress during SST meetings.

Differences in Implementation:

Some planned services faced minor delays or scaling challenges. For instance, curriculum adoption materials is just beginning. Initial outreach with community attendance partners (SARB) began later than anticipated but is now ongoing.

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.

Actual expenditures in several categories varied due to timing and need-based adjustments:

Action 1.2 Math - Increase in expenditures due to continued professional development in CGI and consumables for Open Up Math (K-5 Core Instruction) and Do The Math (Intervention)

Action 1.4 History/Social Science - K-5 adoption of History/Social Studies curriculum has been postponed to the 2025-26 school year where we will implement a full review of curriculum and propose an adoption to the Board for approval.

Action 1.5 Schoolwide Diagnostic - Instead of purchasing NWEA the district opted for K-8 iReady and Branching Minds for MTSS tracking

Action 1.7 Advanced Learners - Utilized funds for staffing evaluation of middle school honors program

Action 1.8 Reading Impact - Three staff funded to support reading intervention and professional development

Action 1.9 Math Intervention - Staff salary adjusted

Action 1.10 English Language Development - Training for ELPAC testing only for 2 staff

Action 1.11 Special Education - Utilized agency staffing for increased student needs

Action 1.12 Reduction of Chronic Absenteeism - Funding for student engagement through 4th grade band, before school music program, and ELOP before and after school programming, additional powerschool module for attendance accounting

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

1.1 ELA Program: Despite efforts to strengthen foundational skills and reading comprehension, ELA student performance shows a 2% decrease in both grades 3-5 and 6-8. This makes it difficult to definitively assess the effectiveness of these actions, especially since a comprehensive review and pilot are just beginning, and improved CCSS alignment will be a focus in subsequent years.

1.2 Mathematics Program: The work with elementary math proved to be effective, as evidenced by a 2% increase in grades 3-5. However, grades 6-8 experienced a 3% decrease, making it difficult to ascertain overall effectiveness.

1.3 Science Program: The effectiveness of the expanded NGSS-aligned instruction and professional development for K-5 science appears to be yielding positive results, with 78% of 5th graders meeting or exceeding state standards on the 2023-2024 CAST. However, the

significantly lower percentage for 8th graders (47%) suggests that while elementary science programming is strong, there's a clear need to strengthen NGSS-aligned instruction and support in the middle school grades.

1.4 Social Studies Curriculum Adoption: The effectiveness of the new K-5 social studies curriculum and instructional materials cannot yet be assessed. The 2025-26 school year is dedicated to piloting the curriculum, and full adoption and implementation, along with associated professional development, are scheduled for the 2026-27 school year. Therefore, data on its impact on student learning is not yet available.

1.5 Broad Course of Study - highly effective as 100% of students were enrolled in a broad course of study.

1.6 Technology The effectiveness of the planned technology initiatives can't be fully assessed yet. The refresh of one-on-one iPads is slated for summer 2025, with replacement cases and screens deployed in the 2024-25 school year.

1.7 Advanced Learners The effectiveness of this action, which aims to identify and support advanced learners who may be underchallenged, can't yet be fully assessed. While the district continues to offer honors and advanced curriculum at all grade levels, the current efforts involve a needs assessment and planned professional development for teachers. The true impact will only be measurable once these preparatory steps are complete and new strategies are implemented, allowing us to see data on improved engagement and performance.

1.8 Reading Impact The effectiveness of these actions appears to be yielding positive results based on students meeting growth targets in iReady and teacher feedback.

1.9 Math Intervention. This action, increasing the number of intervention teachers to two at the elementary school, proved effective. The additional staffing allowed for enhanced math-supported programs during the school day, successfully targeting the needs of English learners, low-income students, and those at risk of not meeting grade-level standards.

1.10 English Language Development The ongoing review of instructional materials, strategies, and models for English learners, coupled with targeted professional development for both intervention and general education teachers, has proven effective in strengthening instructional approaches for English language development and supporting content areas. This concerted effort is ongoing, continually building teacher capacity to enhance English language proficiency and grade-level standard attainment for our English learners.

1.11 Special Education Services The comprehensive review of instructional materials and strategies for Students with Disabilities (SWD), combined with focused professional development for Special Education teachers, instructional aides, and classroom teachers, has proven effective in enhancing the quality of support for SWD. Furthermore, the strategic increase in FTEs in the K-5 Learning Center has significantly boosted the district's capacity to provide targeted and effective instruction, meeting the diverse needs of SWD.

1.12 Reduction of Chronic Absenteeism: Despite a range of attendance improvement strategies, including competitions, student-led committees, peer mentor groups, and targeted family outreach, the actions are not yet displaying the desired effectiveness. This is evidenced by an increase in absenteeism of 3% for Hispanic students and a significant increase of 7% for students with disabilities, indicating that current interventions have not yet translated into improved attendance for these key groups.

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.

In response to implementation insights:

We will fully adopt a new ELA program in 2025–26, integrating specific supports for foundational literacy and reading comprehension for unduplicated students.

Increase collaboration time and coaching in ELA, math, and science using disaggregated subgroup data to refine lesson design and differentiation.

Scale up our attendance support system with: Enhanced MTSS protocols tied to subgroup trends, Expanded family liaison roles, Continuous refinement of student-led engagement activities, and Integrate formal teacher feedback surveys.

We updated Metric 1.3 to recognize the adjustment to the local assessment. We did not adopt NWEA MAP, but instead adopted iReady for K-5 for the 24-25 school year. We added the baseline for student's growth in the Year 1 Outcomes and adjusted the Target Outcomes for Year 3 to align with student achievement in iReady.

For Metric 1.8 (Reclassification Rate) adjustments made to the Year 3 Outcome to represent an overall goal for reclassification of 25%. Additionally, added the population represented in the the 10% as our EL population across all years.

For Metric 1.7 (Progress toward ELA proficiency) changed the assessment measure from ELPAC to SBAC ELA to ensure alignment between the Baseline data and Year 3 Outcome.

In "Actions" 1.4, we did not pilot a History/Social Sciences Program. We are working with SDCOE during the 2025-26 school year to implement a pilot for a 2026 curriculum adoption.

In "Actions" 1.5, we allocated a budget of \$26,198 for a Schoolwide Diagnostic Assessment/Individualized Program (NWEA). We will did not adopt this program and instead leveraged our current iReady assessment tool for diagnostics/intervention for all students.

In "Actions" 1.11, we allocated a budget to increase a 1.0 FTE for an Education Specialist in grades 5-8. This allocation was no longer needed due to decreased student need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Program	Review of ELA program components K-8 and adopt a new ELA program for the 2025-26 school year. We will considered the needs of our English	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>learners, low income, SWD, and students at risk of not meeting standards as we determined the action item in this category. An analysis of our students' performance indicated that they would benefit from more attention to foundational skills and reading comprehension and both will be the focus of this action item. We also wish to continue to engage these learners with fresh, new instructional materials.</p> <p>Further refinement of ELA Reading and Writing Units of Study for CCSS alignment. Review current units of study for alignment and effective instruction through collaborative planning, observations and feedback, and an analysis of student work. Provide new instructional materials where needed.</p> <p>Determine the efficacy of other program components, e.g., foundational skills in phonics, handwriting, grammar, and vocabulary to determine whether new curriculum/instructional materials, strategies, etc. are needed.</p> <p>Provide new instructional materials and professional development/coaching in all identified areas.</p>		
1.2	Mathematics Program	<p>Implementation of new mathematics adoption K-5 (Open Up). Integrate Cognitively Guided Instruction (CGI) into the core curriculum.</p> <p>We will be providing professional development and collaborative planning time for teachers focused on the use of formal and informal assessment data, evaluating student needs, and differentiating instruction to meet identified student needs within the classroom.</p>	\$20,000.00	No
1.3	Science Program	Continued support of NGSS aligned science curriculum in grades K-8. We had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind as we planned our science action in order to close gaps. Our teachers need to continue their professional development support to ensure that lessons are specifically geared to	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>helping our targeted students acquire the content knowledge and skills necessary to meet or exceed the Next Generation Science Standards.</p> <p>Professional development will be provided in understanding NGSS, utilizing the FOSS instructional materials effectively, assessing student competency in the science standards, and planning to meet the needs of students who require support or an additional challenge.</p> <p>Continue to refurbish FOSS kits each year to ensure sustainability of the program.</p>		
1.4	History/Social Sciences Program	<p>Adoption of new K-5 curriculum and instructional materials for the elementary school for the 2025-26 school year. Use the 2024-25 school year for piloting curriculum. Professional development will be provided to teachers on the content and strategies outlined in the social studies framework and to implement new curriculum and instructional strategies.</p> <p>As we select new instructional materials to teach the new History/Social Science framework in K-5, continue to support the District's 20-21 adoption of grades 6-8 instructional materials that are aligned to the state's new social studies framework.</p>	\$42,000.00	No
1.5	Schoolwide Diagnostic Assessment/Individualized Program	<p>The NWEA MAP (Measures of Academic Progress) is a computer-based standardized test. It's designed to measure a student's academic growth over time in reading, language arts, math, and science.</p> <p>MAP is Adaptive: The difficulty of the questions adjusts based on the student's answers, ensuring a personalized experience.</p> <p>Growth-focused: It measures progress over time, helping teachers understand how much a student has learned.</p> <p>Actionable insights: It helps identify areas where a student excels and areas where they might need more support.</p>	\$26,198.00	No

Action #	Title	Description	Total Funds	Contributing
		Of particular importance will be the monitoring of our unduplicated students - English learners, foster youth, students with Special needs and students at risk of not meeting grade level standards for the school year.		
1.6	Technology	<p>All one-on-one iPads need to be refreshed (summer 2025). For 2024 - 25, replacement cases and screens will be deployed.</p> <p>Additional professional development will be needed to effectively use our Learning Management Systems - Schoology & Seesaw.</p>	\$285,729.00	No
1.7	Advanced Learners	<p>We want to assess the needs of our students in this area and determine if we have English learners, low income, SWD, and students at risk of not meeting standards, who are in need of more engaging, more advanced, and/or more complex curriculum, instructional strategies, and tasks. Often, high achieving students who are not being challenged don't perform well and are at risk of not meeting standards.</p> <p>Professional development will be provided to teachers on determining the needs of advanced learners and providing instruction to meet their needs.</p>	\$5,000.00	No
1.8	Reading Impact	The district will continue to provide additional teachers to deliver reading intervention/impact/acceleration programs during the school day targeted toward meeting the needs of EL, low income, and students at risk of not meeting grade level standards.	\$515,707.00	Yes
1.9	Math Intervention	The district will increase the number of intervention teachers to two at elementary school due to the increased number of students who would	\$283,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benefit from mathematics intervention to provide math-supported programs during the school day targeted toward meeting the needs of EL, low-income, and students at risk of not meeting grade-level standards.		
1.10	English Language Development	<p>Review instructional materials, instructional strategies, and models utilized to teach our English learners the skills they need to gain English language proficiency and proficiency in grade-level standards.</p> <p>Professional development will be provided to intervention teachers and general education teachers and will focus on how to provide specific instruction in English language development and how to support English learners in content areas throughout the school day.</p>	\$10,000.00	Yes
1.11	Special Education Services	<p>Review instructional materials, strategies, and models utilized to teach our SWD the knowledge and skills they need to gain proficiency in their grade level standards.</p> <p>Professional development will be provided for Special Education teachers, instructional aides, and classroom teachers focused on how to provide specific instruction in areas of need and how to support our SWD in mainstream settings throughout the day.</p> <p>The district will increase from 1.5 FTE to 2 FTE teachers in the K-5 Learning Center and one Special Day Class teacher to provide targeted support toward meeting the needs of SWD. The district will increase the number of Special Education/intervention teachers to an additional Learning Center teacher to provide intervention and support to students in grades 5-8 from one FTE to 2 FTEs.</p>	\$169,184.00	No
1.12	Reduction of Chronic Absenteeism	Review chronic absenteeism amongst all student groups, including Hispanic, SWD, Low SES, and Caucasian students. By specifically including strategies and interventions aimed at reducing absenteeism for these diverse student populations, schools can create a more inclusive and	\$177,700.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>supportive learning environment. This may involve implementing targeted attendance monitoring systems, providing culturally responsive outreach and support services, and collaborating with families and community partners to address underlying barriers to attendance.</p> <p>Student Attendance Challenges: Friendly competitions among grade levels to improve attendance with incentives for classes with the highest attendance rates.</p> <p>Peer Mentor Groups: Partner with peer mentors to provide encouragement and support to attend school regularly.</p> <p>Attendance Awareness Events: Themed attendance awareness events throughout the school year to highlight the importance of attendance and create a positive atmosphere around coming to school with guest speakers.</p> <p>Family Engagement Initiatives: Collaborate with families to develop personalized attendance improvement plans for students who are struggling to attend school regularly.</p> <p>Student-Led Initiatives: Student-led attendance committee through the Lighthouse Leadership Team.</p> <p>Community Partnerships: Collaboration with community partners to spread awareness about the importance of attendance and garner support from the wider community.</p> <p>Tech-Based Solution: MTSS systems of support to track attendance and provide a feedback loop.</p> <p>Student Engagement: Continue with a new 4th-grade band/strings program, and continue with the early morning music program</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School and Community Climate: To create and foster an engaged, unified, warm, and rich sense of community through healthy relationships within and between students, staff, parents, and the School Board.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Rancho Santa Fe is a small, highly educated, affluent, and tight-knit community located in an idyllic part of San Diego County. Most parents are highly engaged and deeply invested in the community with a sincere desire to serve the students, school, and community. Staff are highly educated professionals who care deeply for their students, families, and each other. Most parents are highly engaged and deeply invested in the community, with a sincere desire to serve the students, school, and community. Staff are highly educated professionals who care deeply for their students, families, and each other. At times, the differences of opinion from these stakeholders as to what is best for the community collide. A comprehensive plan that includes the voices of all stakeholders is needed to create a truly aligned and unified community with a shared sense of direction and purpose. Leadership teams, educational programs, professional development, community events, and frequent surveys and polls will sharpen our focus and support our efforts.

The District determined that social and emotional learning would be a priority in the 2018-2019 school year. The District had some components of social and emotional learning in place to support the needs of our students but lacked a comprehensive district-wide plan, and felt that the needs of our unduplicated students were not being met. This was evident in the results of the annual parent and teacher surveys conducted in the spring of 2019. A Social and Emotional Learning Committee was formed that year and has been implementing actions and services to address the social and emotional needs of our students, staff, and families. We hired a school counselor as a resource for our unduplicated students and families, as well as our entire population of students, staff, and families. The parent, teacher, and student input that we received has indicated that while we have made some progress on meeting the social and emotional needs of our students, staff, and families, social and emotional learning needs should continue to be a high priority.

With the implementation of "Leader in Me," beginning in Fall 2024, we look forward to supporting all our students with tools, leadership skills, and strategies with an explicit curriculum teaching social and emotional competencies and giving our students tools to resolve conflicts. By providing a fair and consistent discipline procedure, professional development for teachers and staff members, and additional counseling services, we hope to make gains that can be measured with a meaningful assessment tool.

The District will identify or create an assessment tool to measure our students' social and emotional needs. We plan to administer the assessment three times in the year. Fall assessments will create student needs, winter assessments will reaffirm needs and measure growth, and the end-of-year assessment will determine the final growth in acquiring the social and emotional competencies taught and whether students have developed a sense of safety and school connectedness. We will identify or create an assessment tool for staff to determine whether practices, tools, and workshops given to staff have been successful in creating a positive school climate, have met the social and emotional needs of our students and staff, and have contributed to a sense of safety and school connectedness among the staff, which will be given at the pre and post-school year. Lastly, we will identify or create an assessment tool for parents at the end of the school year to determine whether they had the tools they needed to support the social and emotional needs of our students and feel a sense of safety and school connectedness on our school sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2023-24 Parent Survey to capture parent perception of student safety, student discipline, student climate of support for learning, student interpersonal relationships, student engagement, and student mental health programs. In addition, the survey captured parental sense of belonging, parental engagement, parental relationships, and school communication with parents.	<p>Approximately 45% of parents responded to the District's 2023-24 Parent Survey</p> <p>A baseline will be established using the results of the first year data.</p> <p>79% of parents agree/strongly agree that school provides high quality instruction to my child.</p> <p>67% of parents agree/strongly agree that school has quality programs for my child's talents, gifts, or special needs</p>	<p>Approximately 32% of parents responded to the District's 2024-25 Parent Survey</p> <p>87.6% of parents agree/strongly agree that school provides high quality instruction to my child.</p> <p>80.8% of parents agree/strongly agree that school has quality programs for my child's talents, gifts, or special needs</p>		<p>50% participation on the parent survey</p> <p>50% parent participation with UPP students</p> <p>Target outcome of yearly surveys</p> <p>90% of parents agree/strongly agree that school provides high quality instruction to my child.</p> <p>85% of parents agree/strongly agree that school has quality programs for my</p>	<p>13% decrease in parents responding to the District's 2024-25 Parent Survey</p> <p>8.6% increase - parents agree/strongly agree that school provides high quality instruction to my child.</p> <p>13.8% increase - parents agree/strongly agree that school has quality programs for my child's talents,</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86% of parents agree/strongly agree that at school, the staff really cares about my child.	93.2% of parents agree/strongly agree that at school, the staff really cares about my child.		child's talents, gifts, or special needs	gifts, or special needs
		87% of parents agree/strongly agree that their child is safe at school	93.4% of parents agree/strongly agree that their child is safe at school		95% of parents agree/strongly agree that at school, the staff really cares about my child.	7.2% increase - parents agree/strongly agree that at school, the staff really cares about my child.
		87% of parents agree/strongly agree that school takes effective measures to ensure the safety of students.	88.6% of parents agree/strongly agree that school takes effective measures to ensure the safety of students.		100% of parents agree/strongly agree that their child is safe at school	6.4% increase - parents agree/strongly agree that their child is safe at school
		44% of parents agree/strongly agree think that bullying is a problem at this school.	33.3% of parents agree/strongly agree think that bullying is a problem at this school.		100% of parents agree/strongly agree that school takes effective measures to ensure the safety of students.	1.6% increase - parents agree/strongly agree that school takes effective measures to ensure the safety of students.
		61% of parents agree/strongly agree that at school, discipline is fair	42.9% of parents agree/strongly agree that the school handles unexpected behaviors and student discipline.		20% of parents agree/strongly agree think that bullying is a problem at this school..	10.7% decrease - parents agree/strongly agree think that bullying is a problem at this school.
		87% of parents agree/strongly agree that school is a supportive and inviting place for students to learn.			80% of parents agree/strongly agree that at school, discipline is fair	18.1% decrease - parents
		82% of parents agree/strongly agree				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they are overall satisfied with my child's learning environment	<p>90.5% of parents agree/strongly agree that school is a supportive and inviting place for students to learn.</p> <p>89.5% of parents agree/strongly agree that they are overall satisfied with my child's learning environment</p>		<p>95% of parents agree/strongly agree that school is a supportive and inviting place for students to learn.</p> <p>93% of parents agree/strongly agree that they are overall satisfied with my child's learning environment</p>	<p>agree/strongly agree that the school handles unexpected behaviors and student discipline.</p> <p>3.5%increase - parents agree/strongly agree that school is a supportive and inviting place for students to learn.</p> <p>7.5% increase - parents agree/strongly agree that they are overall satisfied with my child's learning environment</p>
2.2	2023-24 Staff Survey to capture staff perception of student and staff safety, staff engagement, staff work environment, student discipline, student support, student learning environment, and school leadership.	<p>Approximately 65% of staff responded to the District's 2023 - 2024 Staff Survey</p> <p>75% of staff agree/strongly agree that people at this school care about them</p> <p>61% of staff agree/strongly agree the working</p>	<p>Approximately 68% of staff responded to the District's 2024 - 2025 Staff Survey</p> <p>76.1% of staff agree/strongly agree that people at this school care about them</p>		<p>95% staff participation</p> <p>Target outcome of yearly surveys</p> <p>95% of staff agree/strongly agree that people at this school care about them</p>	<p>3 % Increase of staff responding to the District's 2024 - 2025 Staff Survey</p> <p>1.1% increase for staff - agree/strongly agree that people at this school care about them</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		environment at school and district is positive	68.7% of staff agree/strongly agree the working environment at school and district is positive		90% of staff agree/strongly agree the working environment at school and district is positive	7.7% increase for staff - agree/strongly agree the working environment at school and district is positive
		54% of staff agree/strongly agree that teachers, staff and administrators work effectively together as a team.	58% of staff agree/strongly agree that teachers, staff and administrators work effectively together as a team.		90% of staff agree/strongly agree that teachers, staff and administrators work effectively together as a team.	4% increase for staff - agree/strongly agree that teachers, staff and administrators work effectively together as a team.
		37% of staff agree/strongly agree that students treat teachers and staff with respect	32.9% of staff agree/strongly agree that students treat teachers and staff with respect		80% of staff agree/strongly agree that students treat teachers and staff with respect	4.1% decrease for staff - agree/strongly agree that students treat teachers and staff with respect
		34% of staff agree/strongly agree that parents treat teachers and staff with respect	44.8% of staff agree/strongly agree that parents treat teachers and staff with respect		80% of staff agree/strongly agree that parents treat teachers and staff with respect	3.2% decrease for staff - agree/strongly agree that parents treat teachers and staff with respect
		48% of staff agree/strongly agree school and district provides the materials, resources, and training necessary for me to support students' social or emotional needs	88.2% of staff agree/strongly agree that staff treat students with respect		90% of staff agree/strongly agree school and district provides the materials, resources, and training necessary for me to support	3.8% decrease for staff - agree/strongly agree that staff
		92% of staff agree/strongly agree that they know what to do if there is an emergency, natural disaster, or a	77.9% of staff agree/strongly			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>dangerous situation during the school day.</p> <p>54% of staff agree/strongly agree that bullying is a problem at this school.</p> <p>89% of staff agree/strongly agree that they feel safe at school.</p>	<p>agree school and district provides the materials, resources, and training necessary for me to support students' social or emotional needs</p> <p>92.7% of staff agree/strongly agree that they know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.</p> <p>29.4% of staff agree/strongly agree that bullying is a problem at this school.</p> <p>80.9% of staff agree/strongly agree that they feel safe at school.</p>		<p>students' social or emotional needs</p> <p>100% of staff agree/strongly agree that they know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.</p> <p>10% of staff agree/strongly agree that bullying is a problem at this school.</p> <p>100% of staff agree/strongly agree that they feel safe at school.</p>	<p>treat students with respect</p> <p>29.9% increase for staff - agree/strongly agree school and district provides the materials, resources, and training necessary for me to support students' social or emotional needs</p> <p>.7% increase for staff - agree/strongly agree that they know what to do if there is an emergency, natural disaster, or a dangerous situation during the school day.</p> <p>24.6% decrease for staff - agree/strongly agree that bullying is a problem at this school.</p> <p>8.1% decrease for staff - agree/strongly</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						agree that they feel safe at school.
2.3	2023-24 Student Survey to capture student perception of the climate of support for learning, engagement, growth mindset, fairness, relationships with students and teachers, safety, discipline, diversity and inclusion, sense of belonging, and emotional safety.	<p>Approximately 27% of students in grades 4-8 responded to the survey</p> <p>Results: 90% of students agree/strongly agree that they feel safe at school</p> <p>80% of students agree/strongly agree that they feel like they belong</p> <p>58.8% of students agree/strongly agree that bullying is a problem</p> <p>93.2% of students agree/strongly agree that teachers expect me to do my best at all times</p> <p>67.7% of students agree/strongly agree that the rules at school are fair</p> <p>56.7% of students agree/strongly agree that the rules are</p>	<p>Approximately 85% of students in grades 4-8 responded to the survey</p> <p>Results: 75% of students agree/strongly agree that they feel safe at school</p> <p>68% of students agree/strongly agree that they feel like they belong</p> <p>36% of students agree/strongly agree that bullying is a problem</p> <p>86% of students agree/strongly agree that teachers expect me to do my best at all times</p> <p>41% of students agree/strongly agree that the</p>		<p>90% students in grades 4-8 participation</p> <p>Target outcome of yearly surveys</p> <p>100% of students agree/strongly agree that they feel safe at school</p> <p>95% of students agree/strongly agree that they feel like they belong</p> <p>30% of students agree/strongly agree that bullying is a problem</p> <p>95% of students agree/strongly agree that teachers expect me to do my best at all times</p> <p>85% of students agree/strongly agree that the</p>	<p>58% increase - students in grades 4-8 responded to the survey</p> <p>15% decrease - students agree/strongly agree that they feel safe at school</p> <p>12% decrease - students agree/strongly agree that they feel like they belong</p> <p>22.8% decrease - students agree/strongly agree that bullying is a problem</p> <p>7.2% decrease - students agree/strongly agree that teachers expect me to do my best at all times</p> <p>26.7% decrease - students</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		equally applied to all students	<p>rules at school are fair</p> <p>47% of students agree/strongly agree that the rules are equally applied to all students</p>		<p>rules at school are fair</p> <p>100% of students agree/strongly agree that the rules are equally applied to all students</p>	<p>agree/strongly agree that the rules at school are fair</p> <p>9.7% decrease - students agree/strongly agree that the rules are equally applied to all students</p>
2.4	MTSS Assessment Tool	Creation of assessment tool to monitor progress of students receiving intervention support. Phase of implementation 0%	Adoption and implementation of Branching Minds, utilized for SSTs, 504, and grade level meetings. Phase of implementation 25% with all Intervention Teachers trained and implementing Branching Minds		100% of student intervention data will be placed in our MTSS data warehouse tool.	Increase 25%
2.5	Middle School Drop Out Rate	Our middle school dropout rate is at 0%.	Our middle school dropout rate is at 0%.		Maintain 0% MS dropout rate	No Metric Change
2.6	Student Suspension Rate/Student Expulsion Rate	Student suspension rate of 1%. Student expulsion rate is at 0%.	.89% suspension rate and 0% expulsion		Maintain 0% student expulsion rate and less than 1% suspension rate	.11% reduction in suspensions and no change in expulsions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Site Council	Establish a Site Council in 2025 to seek parent input in making decisions for the LEA and each individual school site and promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	Investigated launching a Site Council.		Meet 3 times per year	New metric - no change
2.8	Facilities	Results from the Facilities Inspection Report in 2024 states that all systems and condition of the buildings were in "good repair" with an overall rating of exemplary.	Results from the Facilities Inspection Report in 2025 states that all systems and condition of the buildings were in "good repair" with an overall rating of exemplary.		Maintain a "good repair" rating on the Facilities Inspection Report.	No Metric Change

Goal Analysis [2024-25]

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

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

The District successfully launched the "Leader in Me" program in Fall 2024, giving students tools, leadership skills, and strategies through a clear social-emotional learning curriculum. This was a major step forward in helping students build positive relationships and resolve conflicts. One of the successes has been strong participation from students and staff.

While the program itself was implemented as planned, we experienced some delays in creating the assessment tools we intended to use to measure the social and emotional needs of students, staff, and parents. These tools are still being developed, and we are continuing to work on them.

To keep building on this progress, we will provide more professional development for staff next school year. This will help improve the program, support fair and consistent discipline, and expand counseling services.

In addition, the District created a Positive School Culture Committee that is actively working on the development and implementation of a Positive School Culture Program. This program will clearly outline expected and unexpected behaviors, along with consistent consequences, to help guide student behavior and support a safe, respectful, and inclusive school environment.

Even though some pieces are still in progress, we are committed to strengthening our efforts and creating a safe, supportive school environment for everyone.

One difference from the original LCAP plan was the absence of a formal Site Council. This presented a challenge in achieving the level of two-way engagement and collaborative input. To address this gap, the district is formally establishing a Site Council beginning in the 2025–26 school year. The Site Council will meet three times per year and serve as a consistent forum for family engagement, input on district priorities, and collaboration on future LCAP updates. Despite this gap, successes included strong student participation in surveys, increased enrichment offerings, and strengthened connections between staff and students through expanded lunch clubs and elective choices. The new Site Council structure is expected to enhance implementation fidelity in the coming year by building deeper, more structured collaboration with families.

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

Action 2.1 SEL Curriculum - Due to declining enrollment and \$9000 scholarship budgeted costs were higher than actuals.

Action 2.3 Staff Lighthouse Team - Action Teams (lunch clubs) started mid year thus expenditures were lower than budgeted costs

Action 2.7 Professional Development - Postponed to the 2025-26 school year

Action 2.8 Parent Education - Majority of parent workshops provided were pro bono; implemented "It Takes a Village" middle school parent educational sessions

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

Being involved in the "Leader in Me" program has had a positive impact across our schools. Students and staff have embraced leadership opportunities, and there is a noticeable shift toward a more positive and inclusive school culture. Our Leadership Lighthouse Team has played a key role in guiding this work, collaborating with grades K–8 on school-based activities that promote student voice, responsibility, and community engagement.

Classrooms have created their own mission statements, helping students take ownership of their learning environment and behavior. Both staff and students are also working together to use asset-based language and maintain consistency in expectations and communication. These efforts are building stronger relationships, improving school climate, and empowering students to see themselves as leaders in their learning and in their communities.

Action 2.1 SEL Curriculum "Leader in Me" and Professional Development e district's school-wide focus on Social-Emotional Learning (SEL) and related professional development has proven effective. This commitment to SEL, supported by dedicated teacher release time and

resources for curriculum alignment and modification, actively fosters a more positive and respectful school climate while ensuring consistent, tailored instruction that benefits all students, especially unduplicated students.

Action 2.2 Establish Student Lighthouse Team The Student Lighthouse Leaders program has proven effective. By establishing these student role models and empowering them with team goals centered on the 7 Habits, school spirit, responsibility, and teamwork, the initiative has successfully fostered a positive and engaged school environment.

Action 2.3 Establish Staff Lighthouse Team The Leader in Me Lighthouse Team has been highly effective in its purpose. By actively collaborating with teachers to embed the 7 Habits language into daily activities and coordinating school-wide events, the team successfully promotes student leadership and ensures the campus maintains its Lighthouse School status. Furthermore, their efforts in facilitating Leader in Me topics during professional learning communities, overseeing student interviews, and providing staff support demonstrate a strong and positive influence across the entire school community.

Action 2.5 School Counselor Counseling Services Expansion

Hiring the district's first dedicated counselor has been highly effective. What began as ESSER-funded support for English learners, low-income students, SWD, and at-risk students, providing vital services like whole-class instruction and individual counseling, has proven so invaluable that it's now funded through the unrestricted general fund. This shift demonstrates the counselor's impactful role in fostering a more inclusive and thriving learning environment for all students and families,

Action 2.7 Professional Development for Restorative Circles, Supportive Learning Environments, and SPED Support The comprehensive professional development provided to teachers, paraprofessionals, and Special Education assistants has proven effective in fostering a more positive and inclusive educational environment. By equipping staff with enhanced skills in creating nurturing learning atmospheres, and practicing positive discipline, the school is successfully prioritizing student well-being, open communication, and conflict resolution across the community.

Action 2.8 Parent Education Workshops This action, encompassing comprehensive professional development for staff on fostering a nurturing environment, implementing Restorative Circles, and practicing positive discipline, has proven effective within the middle school. We are pleased to announce plans to expand these successful initiatives to the elementary school next year, ensuring a consistent and supportive climate across all grade levels.

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.

In Metric 2.7, we shifted from a SEL assessment tool to a Site Council to address the needs of our students and community. This would be a NEW metric.

In Metric 2.1, removed "Need - To establish a baseline of parents of unduplicated students or students with exceptional needs" as this is included in the parent survey.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SEL Curriculum "Leader in Me" and Professional Development	<p>Positive School Climate: By promoting social-emotional well-being through a school-wide focus on Social-Emotional Learning (SEL), we will create a more positive and respectful school climate. This approach can help in reducing disruptive behavior among students and promoting collaboration among students, teachers, and parents.</p> <p>Universal Benefits: SEL skills benefit all students, regardless of academic ability or background. A school-wide focus promotes a consistent and positive learning environment where everyone can develop self-awareness, manage emotions, build healthy relationships, and make responsible choices.</p> <p>Targeted Instruction: Curriculum materials can be differentiated to address the specific needs of individual students or grade levels while maintaining a consistent framework for SEL instruction across the school.</p> <p>Professional Development Teacher Consistency and Support: Provides teachers with a common set of resources and instructional strategies, fostering consistency in SEL instruction across classrooms and grade levels. This can also support peer collaboration within school communities by fostering a culture of teamwork and shared responsibility</p> <p>Release time will be provided for K-5 teachers to assess materials aligned with competencies and suitable for our student and parent community. Special focus will be on meeting the needs of unduplicated students and their families. The goal is to ensure that the selected materials cater to diverse learning styles and backgrounds, fostering an inclusive educational environment. A stipend may be given to teachers for writing or modifying curriculum.</p> <p>Release time will be given to grades 6-8 grade teacher representatives to align SEL competencies to the Advisory Meeting curriculum. A stipend may be given to teachers for writing or modifying curriculum.</p>	\$19,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Establish Student Lighthouse Team	Student Lighthouse Leaders are role models whose team goals include promoting and recognizing application of the 7 Habits, promoting school spirit, demonstrating responsibility, and celebrating teamwork.	\$5,000.00	No
2.3	Establish Staff Lighthouse Team	<p>The purpose of the Leader in Me Lighthouse Team is to ensure that our campus continues to promote student leadership through the incorporation of the seven habits throughout our curriculum. The Lighthouse Team actively works with all teachers to plan and implement daily activities involving the leader in me language. The Lighthouse Team also coordinates school-wide events that ensure continued status as a Lighthouse School.</p> <p>This Lighthouse committee helps facilitate Leader in Me topics during professional learning community time, they carry out the interview process for the Student Lighthouse team, and act as a positive influence and support system for the entire staff.</p>	\$2,500.00	No
2.4	Assessment Tool for MTSS	<p>This action was created with the needs of our English learners, low-income, SWD, and students at risk of not meeting standards in mind. It is important that we have a diagnostic tool to assess our students' needs, enable our teachers to plan explicit social and emotional instruction, and provide resources to meet those needs.</p> <p>The District will identify or create an assessment tool to measure the social and emotional needs of our students. We plan to administer the assessment three times in the year. The fall administration of the test will be used for assessing needs, the winter assessment will assess needs and growth, and the end-of-year assessment will determine growth in acquiring the social and emotional competencies taught and developing a sense of safety and school connectedness.</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	School Counselor	<p>We made the decision to hire the District's first counselor with a focus on addressing the needs of our English learners, low-income students, students with disabilities, and those at risk of not meeting academic standards. The counselor plays a crucial role in providing essential services and resources to support the academic and emotional well-being of these students and families.</p> <p>In the 20-21 school year, a school counselor was added to provide a comprehensive counseling program with ESSER funding. The counselor provided whole-class instruction and individual counseling and provided resources for students, teachers, and parents.</p> <p>In the next school year, increased services will focus on working with small groups, lunch groups to support social needs, and providing training workshops for teachers and parents/families. There will be a greater emphasis on meeting the unique needs of middle school students, ensuring they receive the necessary support and resources to thrive academically and socially. These initiatives aim to create a more inclusive and supportive learning environment that fosters growth and success for all students across different areas of development.</p> <p>The counselor has proved to be an invaluable resource and is no longer supported through restricted funds but with the unrestricted general fund.</p>	\$113,133.00	No
2.7	Professional Development for Restorative Circles, Supportive Learning Environments, and SPED Support	Teachers will receive comprehensive professional development sessions aimed at enhancing their ability to support the curriculum effectively. These sessions will focus on creating a nurturing and encouraging learning atmosphere within the classroom. Additionally, the training will equip teachers with the necessary skills to implement Restorative Circles and class meetings, fostering open communication and conflict resolution among students. By investing in teacher professional development, the school aims to empower educators to create a positive and inclusive	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>educational environment that prioritizes student well-being and academic success.</p> <p>A separate series of workshops/training will be held with paraprofessionals and Special Education assistants on positive discipline and supporting the social and emotional efforts of our school community.</p>		
2.8	Parent Education Workshops	<p>Parent workshops will be provided to all parents, Including parents of English learners, low-income students, SWDs, and students at risk of not meeting grade-level standards, to assist them with relevant parenting topics.</p> <p>Parent workshops will be held with a variety of speakers supporting the social and emotional learning work. Some will directly relate to the curriculum adoption, some to positive parenting, raising resilient children, etc.</p> <p>We will reach out to the families of unduplicated students to determine their needs through surveys and targeted calls. We will provide the kind of information, resources, and parent education needed by these families.</p>	\$2,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$118,819	\$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
2.096%	0.000%	\$0.00	2.096%

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
1.3	<p>Action: Science Program</p> <p>Need: Prevents Future Difficulties: Early identification and targeted supports for students struggling with science can prevent those struggles from snowballing into larger problems in higher grades. Some student members of Unduplicated pupils struggle to read at grade level, therefore, we must intervene and make</p>	Dedicated K-5 science teachers ensure all students have equitable opportunities for success. Early intervention throughout the school can prevent future difficulties. A schoolwide approach allows for consistent implementation of the program, efficient use of resources and analyzing student data to ensure differentiated lessons.	<p>Primary Metric: Student growth on standardized science assessments. This provides a standardized measure of achievement broken down by student subgroups.</p> <p>Teacher Feedback: Teachers can provide valuable insights on the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>catching up and keeping up a priority in the classroom.</p> <p>Scope: LEA-wide</p>		<p>program's impact on classroom instruction and student engagement.</p> <p>Disaggregated Data Analysis: Teachers meet to analyze data by student subgroups in order to monitor teaching effectiveness for all student groups and identify areas for improvement. Ongoing data analysis enables teachers to reinforce concepts that our unduplicated pupils are not demonstrating proficiency in while planning differentiated instruction with embedded scaffolds and supports.</p> <p>Program Success: Measured by a statistically significant increase in the percentage of students meeting grade-level expectations on assessments.</p>
1.8	<p>Action: Reading Impact</p> <p>Need:</p>	Reading intervention school-wide ensures students have opportunities to benefit from targeted reading support, regardless of grade level, initial performance, home language or socio economic status. Systemic interventions	Primary Metric: Student growth on formal and informal reading assessments. This provides a standardized

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>Prevents Future Difficulties: When we identify and intervene for students whose native language is something other than English, we can begin to close opportunity and achievement gaps.</p> <p>Essential Life Skills: Reading is an essential life skill and crucial for success in many aspects of life. English Language Learners need equitable opportunities to learn and practice the components of literacy in addition to academic language.</p> <p>Improves Overall Academic Performance: Reading proficiency is often linked to success in other subjects. Strengthening reading skills can have a positive effect on overall academics and students will have the opportunity to become Bilingual and Biliterate.</p> <p>Scope: LEA-wide</p>	<p>throughout the school can prevent future difficulties. A school-wide approach allows for consistent implementation of the program and efficient use of resources.</p> <p>Addresses Needs: This program targets students across all grade levels who are identified as reading below grade level, closes gaps and creates a positive educational environment where supports are differentiated to individual student needs.</p> <p>LEA wide Implementation: Provides equity in access to support and makes efficient use of resources.</p>	<p>measure of overall reading and comprehension growth for our struggling readers.</p> <p>Teacher Feedback: Surveys and team meetings with teachers can provide valuable insights on the program's impact on classroom instruction and student engagement.</p> <p>Disaggregated Data Analysis: Analyze data by student subgroups (e.g., ethnicity, socioeconomic status) to monitor effectiveness for all student groups and identify areas for improvement.</p> <p>Program Success: Measured by a statistically significant increase in the percentage of students meeting grade-level expectations on reading assessments. This demonstrates the program's effectiveness in improving student 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
1.9	<p>Action: Math Intervention</p> <p>Need: Prevents Future Difficulties: Early identification and support for students struggling with math can prevent those struggles from snowballing into larger problems in higher grades. This sets them up for success in more advanced math concepts.</p> <p>Boosts Confidence and Motivation: Overcoming math challenges can significantly improve a student's confidence and motivation towards the subject. Success in intervention can foster a positive attitude towards math, leading to greater engagement in learning.</p> <p>Essential Life Skills: Math skills are crucial for success in many aspects of life, from budgeting and finances to critical thinking and problem-solving. Strong foundational math skills prepare students for various careers and everyday situations.</p> <p>Improves Overall Academic Performance: Math proficiency is often linked to success in other subjects like science and engineering. Strengthening math skills can have a positive ripple effect on overall academic achievement.</p> <p>Reduces Math Anxiety: Left unaddressed, math struggles can lead to anxiety around the subject. Intervention programs that focus on building understanding and positive experiences can help alleviate this anxiety.</p>	<p>Math intervention provided school-wide ensures all students have the opportunity to benefit from targeted math support, regardless of grade level or initial performance. Early intervention throughout the school can prevent future math difficulties. A schoolwide approach allows for consistent implementation of the program and efficient use of resources.</p> <p>Addresses Needs: This program targets students across all grade levels who are identified as needing math help, preventing future problems and creating a positive math environment.</p> <p>LEA wide Implementation: Provides equity in access to support and makes efficient use of resources.</p>	<p>Primary Metric: Student growth on standardized math assessments. This provides a standardized measure of overall math achievement.</p> <p>Pre- and Post-intervention Assessments: Measure changes in key math skills mastery targeted by the program.</p> <p>Teacher Feedback: Surveys or interviews with teachers can provide valuable insights on the program's impact on classroom instruction and student engagement.</p> <p>Disaggregated Data Analysis: Analyze data by student subgroups (e.g., ethnicity, socioeconomic status) to monitor effectiveness for all student groups and identify areas for improvement.</p> <p>Program Success: Measured by a statistically significant increase in the percentage of students meeting grade-level</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
	Scope: LEA-wide		expectations on math assessments. This demonstrates the program's effectiveness in improving student outcomes.
1.10	Action: English Language Development Need: Strong English language development is crucial for English Learners (ELs) to thrive in school and beyond. Here's why: Academic Success: Effective communication and literacy skills are foundational for success in all subjects. ELD programs equip ELs with the necessary language skills to understand complex academic content, participate actively in class discussions, and excel in reading and writing assignments. Social and Emotional Well-being: Being able to effectively communicate with peers and teachers fosters a sense of belonging and reduces social isolation. ELD programs help ELs build confidence, express themselves clearly, and engage in meaningful social interactions. Cognitive Development: Language acquisition is intricately linked to cognitive development. ELD programs stimulate critical thinking, problem-solving skills, and overall brain	A LEA wide ELD program ensures all English Learners (ELs) have access to the structured support they need to develop their English proficiency, regardless of their current language skills or grade level. Addresses Diverse Needs: ELs come from various backgrounds with varying levels of English proficiency. A school-wide program provides flexibility to address these diverse needs through differentiated instruction and targeted resources. Equity and Efficiency: A school-wide approach ensures all ELs have access to qualified ELD teachers and resources, promoting equity and efficient use of staff and materials. Supportive Learning Environment: By integrating ELD support throughout the school, a positive and inclusive environment is fostered. This allows ELs to interact with their peers in a safe and supportive setting while acquiring English.	Primary Metric: Student growth on ELPAC scores. Exit Criteria: Track the number of ELs meeting exit criteria to transition out of formal ELD support, demonstrating the program's success in preparing them for mainstream classes. Academic Performance in Content Areas: Monitor EL student performance in core subjects like math, science, and social studies. Improved grades and participation can indicate successful language development fostering engagement with academic content.

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>development by providing opportunities to learn and express ideas in English.</p> <p>College and Career Readiness: Strong English proficiency is essential for success in higher education and many careers. ELD programs prepare ELs for the demands of academic writing, critical reading, and effective communication in a professional setting.</p> <p>Cultural Understanding: Language is a gateway to culture. ELD programs promote cultural competency by allowing ELs to learn about English-speaking cultures while valuing their own cultural backgrounds. This fosters inclusivity and respect within the classroom environment.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Assessment Tool for MTSS</p> <p>Need: A LEA wide MTSS assessment data tracking tool ensures consistent data collection, analysis, and intervention practices across all grade levels:</p> <p>Universal Implementation: Provides a standardized system for collecting and storing MTSS data for all students, regardless of grade level or identified needs. This ensures</p>	<p>An MTSS (Multi-Tiered System of Support) assessment data tracking tool is crucial for the successful implementation of a tiered intervention system. Here's why:</p> <p>Data-Driven Decisions: Provides a centralized platform for collecting, storing, and analyzing student assessment data. This allows our staff to make informed decisions about intervention placement, progress monitoring, and program effectiveness based on reliable data.</p> <p>Improved Efficiency: Streamlines data collection and analysis processes, saving staff valuable time</p>	<p>This data monitors student progress within each tier of the MTSS framework based on frequent and targeted assessments.</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>fair and equitable access to support for all learners.</p> <p>Tiered Interventions: The tool can be used to track student progress within each tier of the MTSS framework, allowing educators to monitor the effectiveness of interventions and adjust them as needed.</p> <p>Collaboration and Communication: A school-wide tool facilitates communication and collaboration between all educators and support staff involved in MTSS by providing a shared platform for data access and analysis.</p> <p>Data-Driven Decision Making: School leaders can utilize data from the tool to make informed decisions about resource allocation, professional development needs, and overall effectiveness of the MTSS program.</p> <p>Sustainability: A LEA wide system ensures continuity in data collection and analysis practices, even with changes in personnel over time.</p> <p>Scope: LEA-wide</p>	<p>and resources - providing targeted instruction and support to students. Facilitates communication and collaboration between staff and support staff by providing a shared platform for data access and analysis. This fosters a team approach to student success where students strengths and gaps are discussed.</p> <p>Progress Monitoring: Enables continuous monitoring of student progress within each MTSS tier to identify students needing additional support, adjust interventions as needed, and celebrate student growth.</p> <p>Data Visualization: Easily identify trends and patterns in student performance, making data analysis more efficient.</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.

N/A

Additional Concentration Grant Funding

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

Not applicable (UPP less than 10%)

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$5,668,537	\$118,819	2.096%	0.000%	2.096%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$1,699,484.00	\$0.00	\$0.00	\$53,105.00	\$1,752,589.00

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	L
1	1.1	ELA Program	All	No			All Schools	2024-2027 school years	\$10,000.00	\$40,000.00	\$
1	1.2	Mathematics Program	All	No			All Schools	2024-2027 school years	\$5,000.00	\$15,000.00	\$
1	1.3	Science Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2023-2025 school years	\$3,000.00	\$0.00	
1	1.4	History/Social Sciences Program	All	No			All Schools	2024-2027 school years	\$10,000.00	\$32,000.00	\$
1	1.5	Schoolwide Diagnostic Assessment/Individualized Program	All	No			All Schools	2024-2027 school years	\$0.00	\$26,198.00	\$
1	1.6	Technology	All	No			All Schools	2023-2025 school years	\$0.00	\$285,729.00	\$
1	1.7	Advanced Learners	All	No			All Schools	2024-2027 school years	\$5,000.00	\$0.00	
1	1.8	Reading Impact	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025 school years	\$515,707.00	\$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	L
1	1.11	Special Education Services	All	No			All Schools	2024-2025 school years	\$169,184.00	\$0.00	\$
1	1.12	Reduction of Chronic Absenteeism	All Hispanic	No			All Schools	2023-2025 school years	\$165,000.00	\$12,700.00	\$
2	2.1	SEL Curriculum "Leader in Me" and Professional Development	All	No			All Schools	2025-2027	\$5,000.00	\$14,000.00	\$
2	2.2	Establish Student Lighthouse Team	All	No			All Schools	2025-2027	\$3,000.00	\$2,000.00	
2	2.3	Establish Staff Lighthouse Team	All	No			All Schools	2025-2027	\$2,500.00	\$0.00	
2	2.4	Assessment Tool for MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021 - 2027 school years	\$0.00	\$2,000.00	
2	2.5	School Counselor	All	No			All Schools	2020-2027 school years	\$113,133.00	\$0.00	\$
2	2.7	Professional Development for Restorative Circles, Supportive Learning Environments, and SPED Support	All Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$20,000.00	\$
2	2.8	Parent Education Workshops	All	No			All Schools	2025-2027	\$0.00	\$2,500.00	

2025-26 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
\$5,668,537	\$118,819	2.096%	0.000%	2.096%	\$767,449.00	0.000%	13.539 %	Total:	\$767,449.00
								LEA-wide Total:	\$767,449.00
								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	1.3	Science Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,000.00	
1	1.8	Reading Impact	Yes	LEA-wide	English Learners Foster Youth Low Income		\$468,511.00	
1	1.9	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$283,938.00	
1	1.10	English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
2	2.4	Assessment Tool for MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,323,712.00	\$1,477,109.00

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	ELA Program	No	\$50,000.00	\$50,238
1	1.2	Mathematics Program	No	\$52,500.00	\$79,500
1	1.3	Science Program	Yes	\$3,000.00	\$3,000
1	1.4	History/Social Sciences Program	No	\$36,000.00	0
1	1.5	Schoolwide Diagnostic Assessment/Individualized Program	No	\$19,500.00	\$26,198
1	1.6	Technology	No	\$23,000.00	\$22,458
1	1.7	Advanced Learners	No	\$5,000.00	\$1,350
1	1.8	Reading Impact	Yes	\$466,725.00	\$515,707
1	1.9	Math Intervention	Yes	\$318,029.00	\$283,938
1	1.10	English Language Development	Yes	\$10,000.00	\$2,000
1	1.11	Special Education Services	No	\$107,000.00	\$135,420

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	1.12	Reduction of Chronic Absenteeism	No	\$28,000.00	\$192,700
2	2.1	SEL Curriculum "Leader in Me" and Professional Development	No	\$59,907.00	\$45,800
2	2.2	Establish Student Lighthouse Team	No	\$5,000.00	\$5,000
2	2.3	Establish Staff Lighthouse Team	No	\$5,000.00	\$2,500
2	2.4	Assessment Tool for MTSS	Yes	\$2,000.00	\$2,000
2	2.5	School Counselor	No	\$103,051.00	\$101,800
2	2.7	Professional Development for Restorative Circles, Supportive Learning Environments, and SPED Support	No	\$25,000.00	\$5,000
2	2.8	Parent Education Workshops	No	\$5,000.00	\$2,500

2024-25 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)
\$114,450	\$613,616.00	\$699,384.00	(\$85,768.00)	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	1.3	Science Program	Yes	\$3,000.00	\$3,000		
1	1.8	Reading Impact	Yes	\$374,743.00	\$468,511		
1	1.9	Math Intervention	Yes	\$223,873.00	\$223,873		
1	1.10	English Language Development	Yes	\$10,000.00	\$2,000		
2	2.4	Assessment Tool for MTSS	Yes	\$2,000.00	\$2,000		

2024-25 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)
\$5,851,468	\$114,450	0	1.956%	\$699,384.00	0.000%	11.952%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #	
• Enter the metric number.	
Metric	

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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

LEA name:

Rancho Santa Fe School District

CDS code:

37-68312-0000000

Link to the LCAP:

(optional)

[Provide link.]

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title 1, Part A, Title II, Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

The Rancho Santa Fe School District LCAP goals are as follows:

Goal 1: Academic Achievement & Attendance Improvement: To enhance academic achievement and reduce chronic absenteeism for all students.

Our K-8 District will implement a comprehensive plan focusing on a curriculum adoption cycle, pedagogy alignment, student well-being, real-world experiences, and meaningful interventions. We recognize that consistent attendance is essential for academic success; therefore, we will prioritize initiatives that promote student engagement and well-being to address chronic absenteeism. Through targeted support and interventions, we will work collaboratively with students, families, and community partners to identify and address barriers to attendance. Professional development opportunities will be offered to educators to strengthen their understanding and implementation of Multi-Tiered System of Support (MTSS) monitoring, including strategies for identifying and supporting students at risk of chronic absenteeism.

Strategy of why Goal 1 was selected: Our academic goals are deeply rooted in our vision to continuously enhance the educational experience and outcomes for all students at R. Roger Rowe Elementary School and R. Roger Rowe Middle School.

Drawing insights from a comprehensive review of SBAC scores, iReady diagnostic tool, and invaluable feedback from teachers, parents, and administrators, we have crafted a targeted plan designed to meet the evolving needs of our student population. As high-performing schools, we celebrate past successes while remaining committed to proactive measures to address emerging challenges.

The data from the CA School Dashboard in 2023 revealed concerning trends in chronic absenteeism among multiple student groups, including Hispanic, Low SES, Caucasian, and Students with Disabilities. The 2024 Dashboard reinforced these findings, providing consistent information that underscores the need for continued focus. In response, we recognize the imperative to take meaningful action to address attendance disparities and ensure equitable access to education for all students. Our strategic initiatives will prioritize fostering a supportive learning environment to promote regular attendance and student engagement. We remain committed to implementing and refining programs throughout the 2025–2026 school year that directly target the root causes of chronic absenteeism and support the success of every student.

Goal 2: School and Community Climate: To create and foster an engaged, unified, warm, and rich sense of community through healthy relationships within and between students, staff, parents, and the School Board.

By offering meaningful opportunities for stakeholders to engage in the planning process, we ensure that all voices are heard and valued. This approach fosters a sense of belonging and ensures that diverse perspectives are considered in the decision-making process. This inclusivity not only strengthens community bonds but also leads to more informed and equitable outcomes that benefit all stakeholders involved. Together, we will establish a shared vision, mission, and core values.

Strategy of why Goal 2 was selected: Rancho Santa Fe is a small, highly educated, affluent, and tight-knit community located in an idyllic part of San Diego County. Parents play a crucial role in our school community. Most are highly engaged and deeply invested in the community with a sincere desire to serve the students and school. Our staff are highly educated professionals who care deeply for their students, families, and each other. At times, the differences of opinion from these stakeholders as to what is best for the community collide. A comprehensive plan that includes the voices of all stakeholders is needed to create a truly aligned and unified community with a shared sense of direction and purpose. Leadership teams, educational programs, professional development, community events, and frequent surveys and polls will sharpen our focus and support our efforts.

The District determined that social and emotional learning (SEL) would be a priority in the 2018-2019 school year. The District had some components in place to support the SEL needs of our students but lacked a comprehensive district-wide plan and felt that the needs of our students were not being met. This was evident in the results of the annual parent and teacher surveys conducted in the spring of 2019. A Social and Emotional Learning Committee was formed that year and has been implementing actions and services to address the social and emotional needs of our students, staff, and families. We specifically hired a school counselor to focus on the needs of our unduplicated students and families. As need have risen for our entire school community, we have expanded our counseling resources to serve our entire population of students, staff, and families. The parent, teacher, and student input that we received has indicated that while we have made some progress on meeting the social and emotional needs of our students, staff, and families, social and emotional learning needs should continue to be a high priority.

Since the successful implementation of *Leader in Me* in Fall 2024, we have been supporting all our students with tools, leadership skills, and strategies through an explicit curriculum focused on social-emotional competencies and conflict resolution. The District has also prioritized a fair and consistent discipline procedure, expanded professional development for teachers and staff, and enhanced counseling services. In addition, our Positive School Culture Committee began collaborative work with staff to develop the initial version of our new Positive School Culture program. This important work will continue throughout the 2025–2026 school year as we further strengthen our efforts to create a supportive, inclusive, and engaging school environment.

We are proud to have established a healthy leadership culture for students, staff, and parents. Students have developed the knowledge, skills, and attitudes they need to lead themselves and others. More specifically, students are demonstrating leadership skills and healthy identities, showing respect for and valuing the strengths and contributions of others, achieving personal and collective goals, building supportive relationships, and making responsible decisions. We remain committed to measuring and sustaining this positive growth through a meaningful assessment tool.

Alignment

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

The LCAP is updated annually based on a data analysis of state standardized testing and local data, as well as the results of staff and parent surveys and stakeholder meetings.

The District includes actions/services for all funding sources, LCFF, LCFF Supplement, federal dollars, and any significant grants in the LCAP. All funds are included as they all are used to provide the actions/services that we have determined will address our students' needs. Within the LCAP, actions/services will identify which funding source is being utilized - the Base Program using LCFF dollars, LCFF Supplemental funds, and federal dollars and grant funds that largely provide targeted supplemental services for our English learners, struggling learners, and students with Special needs.

The actions/services and their funding sources are summarized as follows:

Goal 1: Academic Achievement: K-8 students will experience high quality standards-based instruction designed to engage them in collaborating with others, thinking critically across subjects, communicating their reasoning, and using creativity to solve problems and innovate. Particular focus and attention will be paid to meeting the needs of our English learners, students at risk of not meeting grade level standards, and students with Special needs through comprehensive intervention strategies. Growth will be demonstrated through local assessments, progress reporting, and standardized testing.

•**Title 1:** The District receives slightly under \$100K from Title I funds, which will be used toward the salary of an intervention teacher to provide targeted instruction to meet the needs of students at risk of not meeting academic content standards, students with Special needs, and English learners.

Goal 2: Social and Emotional Learning: Students will acquire the knowledge, skills, and attitudes they need to form healthy identities, respect and value the strengths and contributions of others, achieve personal and collective goals, establish and maintain supportive relationships, and make responsible decisions

•**Title 2:** The District receives slightly under \$7K from Title II funds, which will be used toward teacher professional development for the "Leader in Me" program, which will cost approximately \$19,000.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Rancho Santa Fe School District is a single school district with two small schools on a single school site: an elementary school (K-5), and a middle school (6-8). Both schools serve the same population of students from the same geographic areas.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

The Rancho Santa Fe School District has an active and engaged parent community. Parents have opportunities to be involved in decision-making and gain information to support their students' academic achievement and social and emotional well-being.

The Rancho Santa Fe Board of Education is composed of five parents elected by the community. The Board meets monthly for regular Board meetings. The Board sets District priorities, goals, and actions and monitors their attainment. The Board receives presentations on curriculum areas and programs, progress monitoring, communication, social and emotional learning programs, facilities, and budget. All meetings are public and in person. Parents often attend meetings and make public comments on areas of interest.

The Superintendent and a Board of Education member sit on our Education Foundation. The Education Foundation is composed of nineteen Board members. The Education Foundation facilitates events, meetings, and activities for parents and students that build community and support parents as they partner with the District toward their children's academic and social growth. The Superintendent and Board member receive valuable feedback on the needs of the parents and students at each meeting. The Superintendent also meets with the Foundation's leadership team each month, where important District information is discussed, and their feedback is provided.

For the 2025-26 school year the district will launch a Site Council to support parent engagement, chronic absenteeism issues, and support of our School Plan for Student Success (SPSA) and Comprehensive School Safety Plan (CSSP).

An annual parent survey is distributed each year, with questions about key aspects of education and safety. Additionally, the Superintendent and the principal meet with parents throughout the school year to gain feedback on issues important to our parent community.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schoolwide Programs,

Targeted Support Programs, and Programs for Neglected or Delinquent Children

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Rancho Santa Fe School District is a single district serving K-8 students. Students are identified for targeted support if they are at risk of not meeting the challenging state academic content standards using one or more of the following criteria:

- Students in grades 3-8 who scored below grade level expectations on end-of-year standardized testing (SBAC).
- Students in grades K- 5th whose iReady diagnostic assessment indicates a below grade level standard. This diagnostic assessment is highly-correlated with the state standardized testing at the school year's end. The District is in the process of evaluating and recommending other assessment tools to replace iReady
- Students who are reading below grade-level expectations using an individualized reading assessment (CRA) are brought to the team (teachers and principal) to determine if targeted support is needed based on classroom performance (guided reading group, Reading Workshop performance, etc.)
- Students who do not make expected gains in mathematics, as evidenced by exit slips, unit tests, etc., are brought up at progress monitoring meetings. If interventions, e.g., small group work in the classroom are not successful, students receive targeted support services.
- Students who meet any of the above academic conditions, in addition to students who are needing social-emotional support, may be referred to the SST (Student Success Team) process. A meeting is held with families, teachers, and support staff to implement a plan for support that allows for student growth and progress. A follow-up SST is also held to evaluate and adjust those supports if needed.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school registrar (Assistant to the Principal) will provide the information to the Middle School Principal (Homeless liaison) so they can follow up with the identified homeless families. Our middle school principal and counselor will meet with families to provide resources at school and in the community that may be of value to homeless families.

Student Transitions

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

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including

plans for the transition of participants in such programs to local elementary school programs.

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Rancho Santa School District does not use funds for these purposes.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Rancho Santa Fe School District does not use funds for these purposes.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the Rancho Santa Fe School District, professional growth for our teachers and school leaders is our highest priority because of the Educator Effectiveness Funds from the State. It is the component of our work that has the most direct impact on student achievement.

We had success in the 24-25 school year with our professional development plan and initiatives.

- K-5 elementary math teachers received professional development in Cognitively Guided Math instruction to support their newly adopted math curriculum—OpenUp Resources. For 25-26 we will continue our professional development related to Cognitively Guided Math instruction and refine our implementation of the Open Up Math curriculum.
- The new MS elective pathway utilizing the Project Lead the Way curriculum (Computer Science, Green Architecture, Medical Detectives, Flight/Space & Technology.) was well received by students, teachers and families For 25-26 we will continue our offerings of these popular electives.
- We had a successful first year of implementation of the SEL “Leader in Me” curriculum across the K-8 school that expanded leadership opportunities for both students and staff. For 25-26, we will enter Year 2 of our professional development and implementation utilizing the Leader in Me curriculum.
- For the 25-26 school year, we will partner with Mossflower Reading and Writing project to refresh our professional development and classroom practices related to Reading and Writing workshop across the K-8 school.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding will be prioritized to programs and professional development that are specific to the needs of English learners, Special Education students, and students who are at risk of meeting academic content standards.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District utilizes informal and formal data to continually monitor student progress. We begin the year with iReady assessments in reading and mathematics, CRA (individual reading assessment) for elementary students and students working below grade level in reading in middle school), Literably reading lexile assessment in 5th-8th grade, and an on-demand writing sample. As lessons are taught, units are completed, writing pieces are accomplished, etc., teachers assess student growth and plan instruction to meet their needs either in small groups or individual work. iReady is given mid-year and at the end of the school year to assess growth and determine ongoing needs.

Teachers use collaborative planning time to evaluate student work samples and plan instruction to meet their needs. They also work with intervention teachers during that time to monitor progress.

2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

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

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

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
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Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

*****Warning*****

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



The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The LCFF (Local Control Funding Formula) priorities are reflected in the California School Dashboard through several indicators. The dashboard includes data related to: basic services, implementation of state standards, parent engagement, student achievement, student engagement, school climate, course access, and student outcomes. These priorities are designed to be measured and reported on by local educational agencies (LEAs) to track progress and demonstrate accountability.

We are reporting to the board that we have met all requirements for each of the priorities.

Instructional Continuity Plan (ICP)

Rancho Santa Fe School District

Effective: July 1, 2025

Integrated into the Comprehensive School Safety Plan (CSSP)

1. Purpose: This Instructional Continuity Plan (ICP) outlines the protocols and procedures that the Rancho Santa Fe School District will implement to ensure uninterrupted access to education during emergency conditions that prevent in-person instruction. This plan complies with California Senate Bill 153 and aligns with guidance from the California Department of Education.

2. Student and Family Engagement

- **Initial Contact Protocol:** Within 24 hours of an emergency event that disrupts normal school operations, school staff will attempt to establish two-way communication with all students and families using a combination of:
 - Email
 - Alerts (via ParentSquare)
 - Text messages (via ParentSquare)
 - Automated calls and personal phone calls (via ParentSquare)
 - School and district social media channels (Instagram)
 - Schoology
- **Ongoing Communication:** Regular updates will occur within 1-5 calendar days, providing details on available support and next steps for instructional access.
- **Two-Way Communication:** The District will establish a dedicated email address for families to ask questions and request support. Teachers will also use Schoology and ParentSquare for direct messaging with students and parents.

3. Provision of Instruction

- Instruction (either remote or in-person at an alternate location) will be made available within **five to ten (5-10) school days** of the start of the emergency.
- The plan includes flexibility for:
 - Synchronous learning via Zoom for core subjects (ELA, math, science, and social studies) following a modified schedule.
 - Asynchronous learning through District adopted curriculum, iReady, Schoology, Reading A-Z, BrainPop, Go Math and Khan Academy for independent practice and supplemental assignments.
 - Hybrid instructional models
- Instructional plans will meet Independent Study requirements as per Education Code Sections 51745–51749.6.

4. Instructional Strategies: Students will have access to digital and print materials:

- Digital: iReady, Schoology, Reading A-Z, BrainPop, Go Math and Khan Academy
- Print: Packets for students without device/internet access, available for pick-up.

Special Education:

- Case managers will collaborate with families to ensure IEP goals are met.
- Virtual sessions for speech, occupational therapy, and counseling services will be arranged as needed

Assessment and Feedback:

- Formative Assessments: Teachers will use tools like iReady and online assessments to monitor student progress.
- Reading Screenings: Beginning in the 2025–26 school year, K-2 students will be screened for reading difficulties per EC Section 53008.
- Student Feedback: Weekly check-ins and surveys will gather student feedback on instructional access and well-being.

5. Social-Emotional and Academic Support

- Identification of Needs: Teachers will conduct virtual check-ins with students and families during the first week of any disruption to identify social-emotional and academic concerns. Continuously schedule virtual office hours.
- Resources Provided: Access to counseling support through the school psychologist and counselor will be available remotely or in person, if available.
- Student Support Team: A team comprising the principal, school counselor, nurse, and school psychologist will meet weekly to monitor at-risk students and coordinate support.

Meals:

- If program resources are available, the Rancho Santa Fe School District will continue to operate the District Breakfast and Lunch Program during an emergency closure. Meals will be available for pick-up at the school site or other designated locations, with distribution times and sites communicated through our established channels.
- For students relocated to neighboring LEAs, meal services will be coordinated to ensure continued access. The District will offer delivery to select areas and students with an identified need for increased support.

6. Technology Preparedness

Device and Connectivity Access:

- Each student will be issued a district-owned device (iPad)
- Wi-Fi hotspots will be provided to families without home internet access

Technical Support:

- IT help desk hours for students, families, and staff
- Instructional technology support for platforms like iReady, Schoology, Parentsquare, Zoom, etc.
- Pre-loaded digital content and applications for use during outages
- Centralized access through the learning management system (Schoology) and communication platform (ParentSquare)

7. Teacher Training and Support

Professional Development:

- Ongoing training for all certificated staff on remote learning best practices
- Support for differentiated instruction in a virtual environment
- Instructional coaching and collaboration time built into schedules

8. Reassignment and Partnerships

- Neighboring LEA Collaboration: Rancho Santa Fe School District will collaborate with nearby districts and the North Coastal Consortium for Special Education (NCCSE) to coordinate temporary student reassignments if in-person learning cannot resume.
- Existing partnerships with local organizations like the Rancho Santa Fe Community Center will support child care and extracurricular activities.

9. Timeline for Transition Back to In-Person Learning

Families will be updated weekly about the status of school reopening, with a detailed transition plan once in-person learning can safely resume.

Return to School Criteria

- Clearance from public health and emergency services
- Facility safety inspections
- Air quality and infrastructure assessments

Phased Reopening Approach:

- Priority given to vulnerable students and early grades

- Gradual return to full in-person instruction
- Ongoing monitoring and adjustments as needed

10. Plan Review and Updates

The Rancho Santa Fe School District is committed to minimizing instructional disruptions while ensuring the safety and well-being of our students.

This ICP, integrated into our Comprehensive School Site Safety Plan, provides a clear framework to maintain academic continuity during emergencies.

Adoption Date - 6/17/2025 This plan will be reviewed and updated as needed, but at least once annually to reflect changes in technology, partnerships, and district resources.



California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number **Invoice Date** **PO #**
INV-76618-M3P5P7 6/1/2025

Bill To:
Rancho Santa Fe ESD
P.O. Box 809
Rancho Santa Fe, CA 92067-0809
United States

Ship To:
Rancho Santa Fe ESD
P.O. Box 809
Rancho Santa Fe, CA 92067-0809
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2025 - 06/30/2026)	\$8,575.00	1.00	\$8,575.00	
ELA	ELA Membership (07/01/2025 - 06/30/2026)	\$1,930.00	1.00	\$1,930.00	

Total Invoice: \$10,505.00

Total Paid: \$0.00

Balance Due: \$10,505.00



PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT



California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100747	INV-76618-M3P5P7	06/01/2025		\$10,505.00

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Rancho Santa Fe ESD
P.O. Box 809
Rancho Santa Fe, CA 92067-0809
United States

Fighting for public schools for over 30 years

// Who we are

The California School Boards Association's Education Legal Alliance (ELA) program is a consortium of school districts, county offices of education and Regional Occupational Centers/Programs that have voluntarily joined together for the past 30-plus years to create a powerful force to pursue and defend a broad spectrum of statewide public education interests before state and federal courts, state agencies and the Legislature.

// What we do

- » Initiate civil litigation and administrative actions
- » File amicus briefs and letters with state and federal courts to support school districts and county offices of education in their litigation
- » Provide funding to ELA members to finance litigation of statewide importance
- » Analyze and challenge legislation and regulations

// How we work

An advisory committee of experienced school law attorneys assists in providing legal analysis and recommendations for ELA involvement to a broad-based Steering Committee consisting of school board members, superintendents and statewide education leaders.

// Recent activities

Through the ELA program, CSBA continues its long-standing practice of protecting Proposition 98 through a lawsuit filed on Sept. 23, 2024, against the State of California and the Director of the Department of Finance (DOF). The lawsuit challenges language in the 2024 Education Budget Trailer Bill (Senate Bill 153) that would allow DOF to artificially lower allocations to Prop 98 in certain years when tax receipts are delayed. This could result in the establishment of a lower baseline and ultimately lower funding for schools indefinitely.

Initiation of litigation: ELA's litigation protects the rights of our members, including:

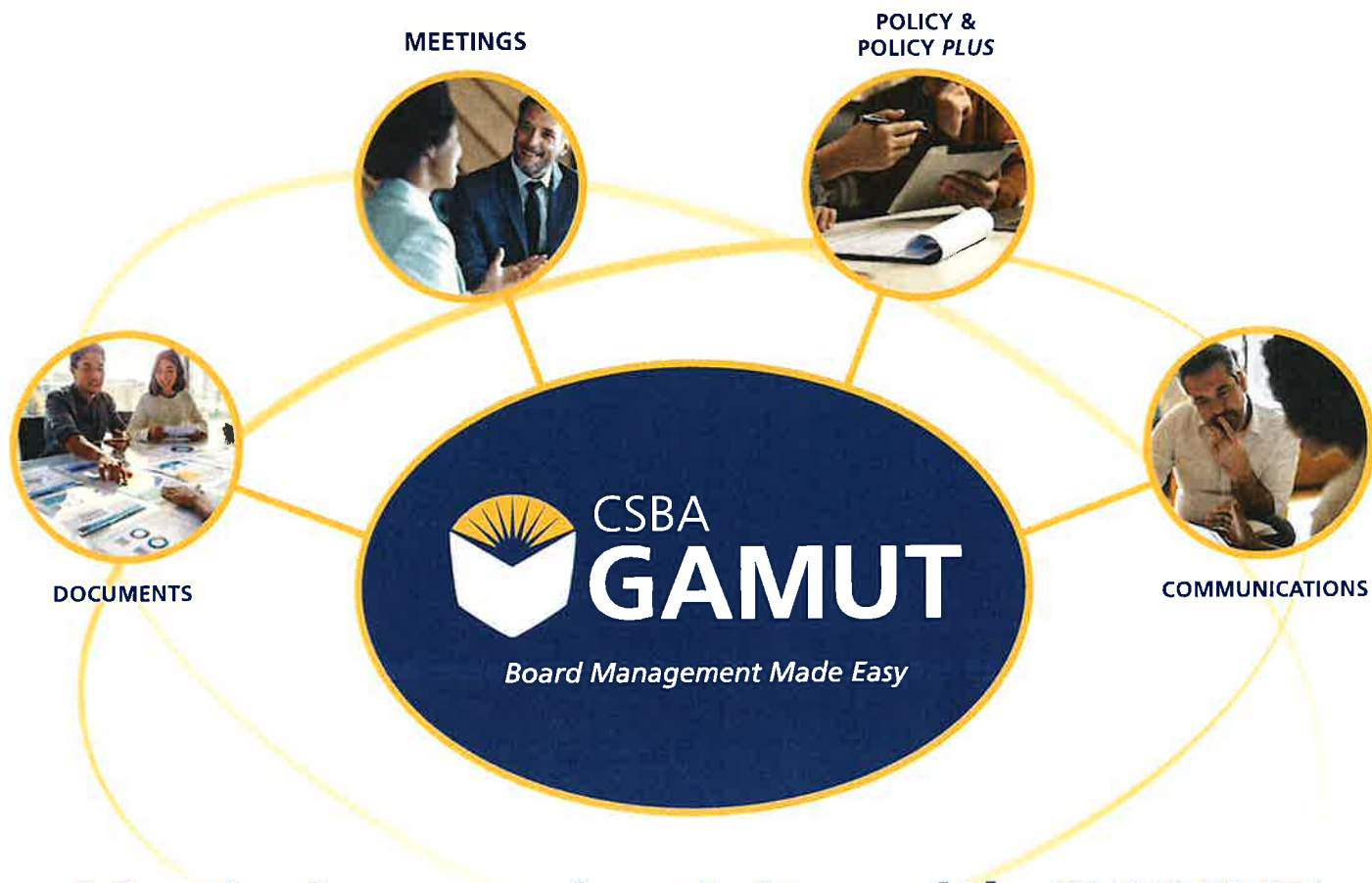
- » *CSBA v. State of California*: In this litigation to protect the constitutional integrity of Prop 98, we have challenged language in a 2024 trailer bill that would allow the Department of Finance to reduce the allocation to Prop 98 in years when tax filing deadlines are extended in violation of the Constitutional language.
- » *CSBA v. State Board of Education*: This litigation, filed alongside CSBA member Napa Valley USD, ensured that the State Board of Education utilized the appropriate standard of review when reviewing appeals of denied charter school petitions. We prevailed in the Court of Appeals in sustaining the superior court's determination that the school district and county office of education appropriately denied a charter petition and the SBE utilized the incorrect standard of review.

Amicus support: ELA's amicus work ensures courts understand the impact their decisions will have on local educational agencies, including:

- » *Oakland USD v. Public Employment Relations Board*: Protecting LEAs by filing an amicus brief in support of overturning Public Employment Relations Board precedent allowing unions to engage in "unfair practice strikes" instead of waiting until the completion of impasse procedures to strike, which is contrary to the plain language of the Educational Employment Relations Act.

THANK YOU for your support!

Your annual contribution to CSBA helps ensure that we can continue this vital work of the Education Legal Alliance as well as CSBA's other legal programs, operations and activities. For more information about your membership, please contact the CSBA Legal Department at (800) 266-3382 or legal@csba.org



Maximize productivity with GAMUT Board Management Solutions

Managing your organization's GAMUT site and keeping your policy manual updated is now easier than ever with new upgrades:

GAMUT MEETINGS ENHANCEMENTS

- ▶ Meeting minutes: List absent board members and customize "Voting" and "Non-Voting" labels
- ▶ Bulk copy agenda items: Copy multiple agenda items at once within or between meetings
- ▶ Meeting item levels: New "None" option for using times or headers instead of numbered items
- ▶ Meeting printing: New toggle switches for selective display of agenda fields, headers, footers and page numbers
- ▶ Email confirmation: Receive a confirmation email listing all recipients when sending a meeting agenda
- ▶ Lock agenda: Lock agendas after publishing to prevent further edits unless unlocked by an admin

GAMUT COMMUNICATIONS UPGRADES

- ▶ Email notifications: Authorized users can subscribe to receive notifications for published content, including agendas, minutes, policies and news releases
- ▶ AI news assistant: Integrates OpenAI's Generative AI into the GAMUT News Stories editor. The AI Assistant tool can help edit, simplify, translate and refine news stories

LEARN MORE OR SCHEDULE A TRAINING OR DEMO BY CONTACTING GAMUT@CSBA.ORG OR (916) 669-4686

GAMUT MEETINGS

GAMUT paperless board meeting management software helps you keep it all straight by streamlining agenda preparation, providing easy, secure online access to materials and ensuring every agenda item is aligned with your strategic goals.

- › Manage all of your meetings in one convenient location
- › Ensure proper access for each user through custom user roles and permissions
- › Create custom workflows for submitting and approving agenda items for specific meetings
- › Search archived meetings and quickly sort by meeting type, date and more
- › Easily create and deliver meeting minutes and record votes

GAMUT POLICY & POLICY PLUS

GAMUT Policy

Board policies and administrative regulations can be hard to keep track of when you're busy working on strategic initiatives. CSBA's GAMUT Policy offers quick access to more than 650 sample board policies, regulations, bylaws and their legal references — the most comprehensive set of sample school policies in California.

- › Receive email notifications when a policy has been updated
- › Find legal references directly linked to policies
- › Search all of our sample policies to quickly get the information you need

GAMUT Policy Plus

With GAMUT Policy Plus, you no longer have to send out individual policy updates and hope everyone has the most recent version stored in their own files. Keep your board members, staff and community updated and accountable with online access to the latest policies and administrative procedures — and save the cost and confusion that comes with printing and delivering paper copies.

- › Easily incorporate CSBA updates
- › Manage your board policies, administrative regulations, procedures and exhibits all in one place
- › Post draft policies for public review, or restrict access with permissions for public and private access
- › Select custom printing options to suit your needs
- › Access your policies 24/7 via web browser — anytime, anywhere

GAMUT DOCUMENTS

Make misplaced documents a thing of the past with GAMUT Documents. GAMUT provides a central repository for all of your important board documents, with permissions to allow board members, staff and the public access to exactly what they need while keeping sensitive data secure.

- › Create folders to classify and manage your documents
- › Upload virtually any file type, including Word, Excel, PowerPoint, PDF or graphics
- › Set folder and file permissions for either public or private access

GAMUT COMMUNICATIONS

Communicate with your board and the public without having to rely on your technical team to update your website or worrying about lost emails. Streamline communications with all stakeholders, creating separate channels for internal and public viewers, including customized news feeds and calendars — all searchable by date or keyword.

- › Share updates, such as board or performance results, via public or private news feeds
- › Create public or private calendars controlling visibility and administration rights via permissions
- › Quickly access news items with a date or keyword search
- › Automatically post meeting agenda links to your calendar of choice

MEMBER BENEFITS



CALIFORNIA SCHOOL BOARDS ASSOCIATION

CSBA is your association.

The California School Boards Association (CSBA) is the essential voice for public education. CSBA enables its members to be knowledgeable leaders, extraordinary governance practitioners and ardent advocates for all students. As the only statewide organization that focuses on a governance perspective, CSBA believes that **strong local governance** is a critical element for improving and promoting public education in California and nationwide.

CSBA understands the wide variety of governance opportunities and challenges that face California's school district and county board members. Our organization's efforts are geared toward meeting the needs of our members and creating value through our legislative and legal advocacy, policy services and training programs. "With CSBA's help, our members are able to provide more effective governance and support to students and local communities."



Warren M. Bell
CSBA's Executive Director

Your colleagues in CSBA

CSBA Membership Facts and Figures



4,850+ elected trustees

965+

Local educational agencies



97%

PreK-12 public school districts and county offices of education

99.8%

Public school students represented





Your **voice** in CSBA

CSBA's leadership is elected by members

The **Delegate Assembly** consists of more than 240 school district and county office of education trustees, elected by CSBA members, from CSBA's 22 geographic regions. All CSBA member boards have the opportunity to nominate and vote for their regional Delegates. The Delegate Assembly ensures that CSBA reflects the needs and interests of LEAs statewide.

CSBA DELEGATES:

- ▶ Adopt CSBA's Policy Platform every two years
- ▶ Serve on committees, task forces and working groups
- ▶ Adopt and amend bylaws and standing rules
- ▶ Advocate on behalf of public education
- ▶ Elect CSBA's Board of Directors and Executive Committee

The **Board of Directors**, elected by the Delegate Assembly, establishes the vision, mission and strategic direction for CSBA, and ensures that the association's activities remain focused on those goals and on the issues identified in the Policy Platform.

The **Executive Committee**, also elected by the Delegate Assembly, provides leadership to the association and serves as a direct resource to ensure that operational decisions are derived from the Policy Platform, vision, mission and strategic directions of the association. The Executive Committee is composed of the CSBA President, President-elect, Vice President and Immediate Past President.

Learn more about CSBA's election processes and find your local CSBA leaders at www.csba.org/leadership



SPOTLIGHT

CSBA's Policy Platform

Reviewed, updated and adopted biannually by the Delegate Assembly, the Policy Platform provides a framework for implementing CSBA's strategic direction and guides policy, advocacy, leadership and the development of products and services.

The four overarching policy pillars are:

- ▶ Strengthen Local Governance
- ▶ Secure Fair Funding
- ▶ Improve Conditions of Children
- ▶ Ensure Achievement for All

www.csba.org/policyplatform

Your **membership** in CSBA

Annual membership in CSBA gives your governance team access to a broad range of services and resources tailored to its needs. Your membership enables CSBA's dedicated teams of education advocates, researchers and subject matter experts to continue their tireless support for California governance teams and the state's students. CSBA membership benefits include (but are not limited to):

Training and professional development [csba.org/training](https://www.csba.org/training)

CSBA is the only public education association providing customized, small group, large group and online training and tools specifically designed for board members and superintendents in their role as governance team leaders. All CSBA training is based on the latest governance research and best practices, and aligned with the association's Professional Governance Standards (www.csba.org/pgs).

CSBA TRAINING OPPORTUNITIES INCLUDE:

- ▶ **Annual Education Conference and Trade Show:** CSBA's premier continuing education program where trustees, superintendents, staff and education leaders learn about the latest trends and issues in education, partner with experts and network with colleagues. aec.csba.org
- ▶ **Masters in Governance® (MIG):** CSBA's flagship five-part training program focuses on setting direction, student learning and achievement, finance, human resources, policy, collective bargaining, and community relations and advocacy.
- ▶ Advanced Board Governance Training
- ▶ Board Presidents Workshop
- ▶ Board Self-Evaluation
- ▶ Brown Act Workshop
- ▶ Ethics Training (mandated for all trustees by Assembly Bill 2158)
- ▶ Executive Assistant Certification Program
- ▶ Orientation for New Trustees
- ▶ Student Board Member Training

SPOTLIGHT

Governance Consulting Services

Conducted by CSBA's dedicated faculty of governance consultants, Governance Consulting Services (GCS) workshops help your team address and work through common governance issues such as setting vision, dealing with leadership transition, evaluations and much more. GCS workshops are tailored to meet the needs of each individual governance team.

www.csba.org/gcs

SPOTLIGHT

County board members

California's 58 county boards of education are critical to student success, particularly the success of high-need students who are served by county office schools. CSBA provides a variety of information, resources and advocacy tailored to county trustees, and county boards are uniquely represented within CSBA's governance structure.

www.csba.org/countyboardmemberservices

GAMUT Board Management Solutions csba.org/gamut

More than 95 percent of CSBA members utilize CSBA's GAMUT services, which include:

- ▶ **GAMUT Policy:** Access to more than 650 sample policies and regulations — the most comprehensive set of school policies in California. CSBA's Policy team updates approximately 100 sample policies annually in direct response to changes in law.
- ▶ **GAMUT Policy Plus:** Policy *Plus* users receive a dedicated GAMUT webpage that integrates into your own website, allowing users to directly manage, edit, update and post policies.
- ▶ **GAMUT Meetings:** GAMUT's paperless board meeting management software helps streamline meeting preparation and provides easy and secure access to meeting materials.

NEW

New and coming soon to GAMUT

- ▶ GAMUT Documents
- ▶ GAMUT Communications
- ▶ GAMUT Evaluations

CSBA's dedicated policy team offers Policy Development Workshops to ensure your LEA is up to date with state and federally mandated policies, and maintains a set of policies specific to county boards.

News, information and publications csba.org/newsroom

All CSBA members receive a variety of CSBA publications and resources, free with your membership.

TO YOUR MAILBOX

- ▶ **California Schools quarterly magazine:** In-depth analysis of education issues and resources for governing boards
- ▶ **California School News monthly newsletter:** The latest on education policy, governance, member services and CSBA events

TO YOUR INBOX

- ▶ **Daily News Roundup:** A daily rundown of education news from throughout the state
- ▶ **Weekly Update:** A recap of important news and legislative updates from the week, including important CSBA products and resources available for school governance teams
- ▶ **Breaking news alerts:** Alerts on key education bills, the state budget and in-depth reports on activities at the State Board of Education, Department of Education, Commission on Teacher Credentialing and others
- ▶ **Webinars:** All CSBA members have free access to webinars on crucial topics and policy updates



SPOTLIGHT

Research and Education Policy Development (REPD) Department

The REPD team provides cutting-edge research that helps support school district and county board members to make informed governance decisions, set policy and advocate at the local, state and national levels. REPD collaborates with external researchers and education agencies to provide board members with a spectrum of support, and presents its findings to a range of policymakers, including the Legislature, Congress and key state and federal agencies.

www.csba.org/policybriefs

Not receiving your publications? Let us know! at csba@csba.org

Advocacy csba.org/advocacy

CSBA's teams of advocates and attorneys tirelessly represent members, legally and legislatively, and are instrumental in preserving and defending public education funding.

LEGISLATIVE ADVOCACY

CSBA legislative advocates work with the Legislature, Governor, Congress and various state and federal agencies to ensure the voice of its members is heard on crucial public education issues and in the annual state budget process.

Guided by the Policy Platform and the Legislative Committee, CSBA annually takes positions on more than 100 bills, and aggressively lobbies on key state and federal legislative proposals on issues such as **school funding, special education, home-to-school transportation, facilities, staffing, cybersecurity** and much more.

LEGAL ADVOCACY

CSBA's **Education Legal Alliance (ELA)** initiates and supports legal efforts in areas of statewide significance to all California schools and is a powerful force when taking the side of CSBA members in the courts.

The ELA initiates civil litigation and administrative actions, files amicus briefs and letters with state and federal courts to support its members in their litigation, and analyzes and challenges key legislation and regulations.

SPOTLIGHT

District and County Office of Education Legal Services

Legal Services subscribers have an attorney-client relationship with CSBA's highly experienced education law attorneys, who can provide cost-effective legal services on all matters related to public education. Subscribers also have unlimited access to the online Resource Library.

legalservices.csba.org

Products and services csba.org/productsandservices

CSBA members have access to a wide range of products and services that save time and money by maximizing efficiency and trimming operating costs. With more than 80 Business Affiliates and sponsored products and services, CSBA's directory includes organizations and companies that can help manage day-to-day operations and efficiently serve the business and financial needs of board members—including Golden State Technology Solutions, the California School Cash Reserve Program, Executive Search Service and much more.

SPOTLIGHT

BuyBoard

CSBA is the exclusive California provider of BuyBoard. BuyBoard vendors have been awarded contracts for products and services through a competitive process, giving CSBA members the opportunity for bulk discounts in procurement processes. Just some of the products available through BuyBoard include classroom equipment, custodial supplies, computers and technology, athletic equipment and sports surfaces, library supplies and more.

www.csba.org/buyboard

Your **engagement** in CSBA

CSBA's strength comes from its members and their support amplifies the association's voice in Sacramento and Washington, D.C. Member input and engagement strengthens CSBA's services and products and makes it a successful association. Get more involved with CSBA:

Advocate

Action alerts: CSBA's Governmental Relations team sends advocacy alerts via email on crucial legislative and budget issues, allowing members to engage directly with legislators. Member responses are essential to CSBA's successes in lobbying for or against proposals that impact public education.

Legislative Action Week: In March, CSBA's flagship legislative advocacy event connects association members with their representatives in the California Legislature and their staff. CSBA staff handles everything from scheduling virtual meetings to providing advocacy training and talking points. Legislative Action Week plays a key role in influencing vital budget and legislative issues each year.

Coast2Coast: In April, CSBA members take their advocacy on the road to Washington, D.C., for a three-day event that includes education policy briefings, networking opportunities with prominent D.C. figures and fellow educators, and meetings on Capitol Hill to advocate directly with congressional representatives, White House officials, federal agency leaders and top policymakers.

"Always a great opportunity to address our lawmakers on issues that matter to our district, community, and our students."

—Legislative Action Week participant

"Out of all the events I've attended, Coast2Coast is the most applicable and inspiring. It has truly helped form a real working relationship."

—Coast2Coast attendee

Connect with committees

CSBA members can serve on various standing committees, task forces and working groups, and are encouraged to connect with committee members to provide input. Standing and prior committees include:

- ▶ Legislative Committee
- ▶ Policy Platform Committee
- ▶ Annual Education Conference Planning Committee
- ▶ Superintendents Advisory Council
- ▶ Small School Districts Working Group
- ▶ Artificial Intelligence (AI) Task Force
- ▶ Climate Change Task Force
- ▶ Charter Schools Task Force

SPOTLIGHT

PACERs

CSBA's team of Public Affairs and Community Engagement Representatives (PACERs) work regionally throughout the state to connect members with CSBA services, and are liaisons with CSBA leadership, legislators and key decision-makers. PACERs are the best local source for information about how to get the most from your CSBA membership.

www.csba.org/legislativeadvocacy



More information and contacts

There's way too much to list in one brochure! Read more about CSBA's annual legislative victories, newest product offerings and bevy of membership benefits in the Year in Review: annualreview.csba.org

www.csba.org | csba@csba.org | (800) 266-3382

Follow us on social media



Thank You

for your membership and your continued commitment to public education.



© 2024 California School Boards Association
3251 Beacon Blvd., West Sacramento, CA 95691

RANCHO SANTA FE SCHOOL DISTRICT SCHOOL DISTRICT

RESOLUTION NUMBER 6.17.20251

RESOLUTION INCREASING THE REVOLVING CASH FUND

WHEREAS, the Rancho Santa Fe School District has the need to increase the Revolving Cash Fund for the replenishment of site/program petty cash accounts, for the payment of c.o.d. deliveries, and for the payment of supplies; and

WHEREAS, increasing the Revolving Cash Fund will facilitate the prompt payment of minor expenditures;

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of the Rancho Santa Fe School District that pursuant to the provisions of Education Code Section 42800, the Revolving Cash Fund is herewith increased from the amount of \$10,000.00 to \$15,000.00 and that Kim Pinkerton is named as the officer to administer said fund in accordance with the provisions of the Education Code Sections 42800 through 42805, inclusive.

BE IT FURTHER RESOLVED, that a copy of this Resolution be filed with the County Superintendent of Schools.

REGULARLY PASSED AND ADOPTED THIS 17th day of June by the following vote:

AYES: _____

ABSENT: _____

NAYS: _____

ABSTENTIONS: _____

I hereby certify that the above Resolution was approved by the Board of Trustees of the Rancho Santa Fe School District at a meeting on June 17, 2025.

Signed: _____
Kate Butler, Clerk to the Board

2012-13 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2025

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	107,664.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		107,664.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	107,664.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		107,664.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2012-13 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Budgeted Expenditures through: June 30, 2026
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	101,792.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		101,792.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		Function Codes
Instruction	1000-1999	101,792.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		101,792.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CONTRACT FOR SALE OF APPLE iPADS
PURSUANT TO EDUCATION CODE SECTION 17545

This Contract for Sale of Apple iPads Pursuant to Education Code Section 17545 (“Contract”) is made and entered into on this June 17, 2025, by and between the RANCHO SANTA FE SCHOOL DISTRICT (“District”) and SecondLifeMac. (“Buyer”). The District and Buyer are collectively referred to herein as the “Parties.”

WHEREAS, Education Code section 17545 authorizes the District’s Governing Board to sell for cash, by means of an advertisement for public bid or public auction, any personal property belonging to the District if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use;

WHEREAS, on May 13, 2025 the Governing Board authorized the sale of Apple iPads by way of public bid or by public auction pursuant to Education Code section 17545;

WHEREAS, on May 21, 2025, the District posted notice of invitation to bid for 500 iPads as required by law (Exhibit A);

WHEREAS, on June 3, 2025, Buyer submitted a bid for purchase of 500 iPads with a guaranteed Minimum Purchase Price of \$43,000.00, which was the highest eligible bid submitted in response to the District’s bid (Exhibit B);

WHEREAS, it is the intention of the Parties that the District shall sell the Property to Buyer based on the terms and conditions set forth herein and pursuant to Education Code section 17545.

NOW, THEREFORE, in consideration of the covenants, agreements, and representations set forth herein, the Parties agree as follows:

1. Property Description. Buyer agrees to purchase the following:

- 500 Apple iPads, 8th Generation, 32 GB, Model MYLA2LL/A-4578; and

The above-described property shall hereafter be referred to herein as the “Property.”

- 2. Guarantee Waiver.** The Property is offered for sale **as-is, where-is**. The District makes no warranty, guaranty or representation of any kind, expressed or implied, as to the condition, usability, value, merchantability, authenticity, or fitness for any purpose of the Property. Buyer had an opportunity to test all Property prior to purchase. Buyer is not entitled to any payment for loss of profit or any other money damages, including but not limited to special, direct, indirect, or consequential damages, and by entering into this Contract, Buyer expressly disclaims and waives any right to bring any kind action against the District related to or arising in any way out of the sale of the Property.

3. **No Description Warranty.** The District is not responsible for any omissions or errors in description of the items for sale contained in the notice of invitation to bid.
4. **Inspection.** The Property is used and may contain defects not immediately detectable. Buyer had an opportunity to inspect the Property prior to bidding and hereby waives all claims related to the condition of the Property and/or any defects.
5. **Indemnification.** Buyer agrees for and on behalf of it itself, its heirs, successors and assigns that Buyer shall indemnify and hold the District harmless from and against any claim, demand or cause of action arising or alleged to have arisen out of the sale of the Property, including but not limited to claims for personal or bodily injury, death, or contract damages.
6. **Final Report and Purchase Price.** Buyer agrees to a guaranteed Minimum Purchase Price of \$43,000.00 (\$86/unit). Within ninety (90) days of Buyer collecting the Property from the District's premises, Buyer shall provide an itemized report to the District ("Final Report"). This Final Report shall include all the information detailed on page 5 of Buyer's bid (Exhibit B), including the Final Grade and Value for each device. Buyer's Final Report shall also include the total purchase price for the Property ("Final Purchase Price"), which Buyer agrees shall be no less than \$43,000.00. Buyer agrees that no more than 15% of devices (75 devices) shall be "Grade F" as defined by the seller as "Non-Functional or Cracked Screens".
7. **Payment.** All payments by Buyer for this Contract shall be made through electronic deposit via ACH. Following approval of this Contract by the District's Governing Board, the District shall provide Buyer necessary instructions and account information for this transfer. Buyer agrees to the following payment terms:

First Installment: On or before June 24, 2025, Buyer shall issue payment to the District in the amount of \$31,100.00, which represents 70% of Buyer's guaranteed Minimum Purchase Price.

Second Installment: Within five (5) days of Buyer issuing the Final Report required by Paragraph 6, above, Buyer shall issue payment to the District for the remaining balance due, which shall be the Final Purchase Price less the First Installment payment of \$31,100.00. Buyer agrees that based upon its guaranteed Minimum Purchase Price, this Second Installment payment shall be no less than \$11,900.00.
- ~~8. **Release of Devices.** Buyer understands and agrees that the District will not release the Property from the District's Device enrollment program (Apple DEP) until full payment is made to the District by Buyer as required under this Contract.~~
9. **Buyer's Failure to Timely Issue Full Payment.** Ownership and the right to take possession of the Property shall remain with the District until full payment is made to the District by Buyer as required under this Contract. In the event Buyer fails to issue full

payment within the time periods identified in this Contract, Buyer shall be responsible for returning the Property to the District and will be fully responsible for any District costs and attorney's fees incurred as a result of the District being required to retake possession of the Property.

10. **Scheduling of Date for Removal of Property.** Upon receipt of the First Installment payment, Buyer will be notified by email and a mutually convenient time will be selected for pick-up of the Property. Unless Buyer and the District agree otherwise, this removal date shall occur **within twenty one (21) business days** after approval of this Contract by the District's Governing Board. If the Buyer, after making First Installment payment, fails to remove the Property within the time period specified in this Paragraph, the District reserves the right to: (1) to retain the First Installment payment; and (2) to dispose of the Property through another auction or otherwise.
11. **Pick-Up.** Buyer is solely responsible for packing, loading, removing, and transporting the Property from the District. The Property must be picked up by permanent employees of Buyer. No temporary employees or independent third-party contractors shall be authorized to pick up the Property on behalf of Buyer. Buyer must make all arrangements and perform all work necessary, including packing, loading, and transportation of the Property. Under no circumstances will the District assume responsibility for packing, loading, or transporting the Property. Buyer shall be liable to and reimburse the District for any damage to District property caused by Buyer's or Buyer Agent's removal of Property from the premises. Buyer shall conduct the pickup in a manner that meets the requirements of this Paragraph, and also all requirements noted in Buyer's bid (Exhibit B), including those described as "Free White Glove Service."
12. **Workers' Compensation Insurance.** Buyer agrees to procure and maintain in full force and effect Workers' Compensation Insurance covering its employees while these persons are participating in the pick-up activities described in Paragraph 11, above. In the event a claim is filed against the District by an employee or independent contractor of Contractor, Contractor agrees to defend and hold harmless the District from such claim.
13. **Conflicting Terms.** In the event of any conflict or inconsistency between the terms of this Contract and the District's notice of invitation to bid (Exhibit A) or Buyer's bid (Exhibit B), the terms and conditions of this Contract shall prevail and control.
14. **Attorneys' Fees.** If suit is brought by either Party to this Contract to enforce any of its terms and the District prevails in such suit, Buyer shall pay all litigation expenses incurred by District, including attorneys' fees, costs, expert witness fees, and investigation expenses.
15. **Choice of Law And Venue.** In the event of litigation, the Contract and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

16. **Survival.** Should any provision of this Contract be declared or be determined by any court of competent jurisdiction to be wholly or partially illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining parts, terms, or provisions shall not be affected thereby, and said illegal, invalid, or unenforceable part, term, condition or provision shall be severed from this Contract.
17. **No Assignment.** No portion of this Contract may be assigned without express written consent of the District.
18. **No Alterations or Variance.** No alterations to this Contract or variance from the provisions hereof shall be valid unless made in writing and executed by both of the parties hereto.
19. **Execution of Counterparts.** This Contract may be executed by facsimile signature, PDF, and in one or more counterparts, each of which shall be deemed to be an original, and which shall together constitute one and the same document.
20. **Governing Board Action.** For this Contract to become effective, the Governing Board of the District must take action to approve it in an open meeting of the Board.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract as of the date first written below.

FOR THE DISTRICT:

Signature

Date

Kim Pinkerton,
Superintendent
Rancho Santa Fe School District

[**FOR BUYER:**

Erica Mbangamoh

Signature

06/13/2025

Date

Erica Mbangamoh,
Regional VP Business Development
SecondLifeMac

Approved by the Governing Board of the District on _____.



Rancho Santa Fe School District
Governing Board Warrant List Report
May 1, 2025 to May 31, 2025

Payment Date	Warrant ID	Fund	Name	Department	Total Warrant Amount
5/1/25	14288958	0100	QUENCH USA INC	Water Services	\$ 472.64
5/1/25	14288959	0100	Hollandia Dairy	UMP	\$ 188.93
5/1/25	14288960	0100	Kis School Lunches	UMP	\$ 917.40
5/1/25	14288961	0100	South Coast Copy Systems	Copier Lease	\$ 1,501.56
5/1/25	14288962	0100	Foster & Foster Consulting Actuaries, Inc	Admin Services	\$ 1,000.00
5/1/25	14288963	0100	Employee ID: 606467	May Paycheck	\$ 6,827.63
5/1/25	14288964	0100	ANDREW MILLER PRODUCTIONS	Drama Services	\$ 600.00
5/1/25	14288965	0100	APPLE COMPUTER, INC.	Tech Products	\$ 71,082.68
5/1/25	14288966	0100	RSF MOBIL STATION	Gas	\$ 55.25
5/1/25	14288967	0100	SOUTHWEST SCHOOL & OFFICE SUPP	School Supplies	\$ 274.65
5/1/25	14288968	0100	24 HOUR ELEVATOR, INC.	Maintenance Services	\$ 4,005.00
5/5/25	035364	0100	Softchoice Corporation	Tech Services	\$ 462.42
5/5/25	035365	0100	Riverside Assessments, LLC	SPED Services	\$ 367.35
5/5/25	035366	0100	Kyo Autism Therapy, LLC	SPED Services	\$ 18,029.73
5/5/25	035367	0100	CA Schools VEBA	Health Benefits	\$ 119,690.30
5/5/25	035368	0100	Zen Educate Inc	SPED Services	\$ 1,989.00
5/5/25	035369	0100	BLICK ART MATERIALS	Art Materials	\$ 95.47
5/5/25	035370	0100	WAXIE SANITARY SUPPLY	Maintenance Supplies	\$ 577.63
5/5/25	14290555	0100	Chase	District Credit Card	\$ 7,073.43
5/5/25	14290556	0100	Revolving Fund - RSF School District	Revolving Fund	\$ 7,409.11
5/8/25	14292095	0100	Calif Assn Of School Bus Officials	Admin Services	\$ 1,750.00
5/8/25	14292096	0100	Solana Beach Physical Therapy	SPED Services	\$ 260.00
5/8/25	14292097	0100	J. Swelgart Inc.	Tech Products	\$ 355.58
5/8/25	14292098	0100	Hollandia Dairy	UMP	\$ 78.54
5/8/25	14292099	0100	Kis School Lunches	UMP	\$ 1,649.70
5/8/25	14292100	0100	IT Management Corporation	Tech	\$ 1,013.80
5/8/25	14292101	0100	Psychology Consultation Group Corp.	Admin Services	\$ 12,000.00
5/8/25	14292102	0100	Photo-Scan of Los Angeles	Tech Services	\$ 969.40
5/8/25	14292103	0100	Apex Therapies, Inc.	SPED Services	\$ 3,550.00
5/8/25	14292104	0100	Hanna Interpreting Services LLC	SPED Services	\$ 120.00
5/8/25	14292105	0100	Yazmin Lope	SPED Services	\$ 366.28
5/8/25	14292106	0100	PARCO SCIENTIFIC COMPANY	Science Supplies	\$ 942.81
5/8/25	14292107	0100	AMAZON	SPED Supplies	\$ 361.62
5/8/25	14292107	0100	AMAZON	SPED Supplies	\$ 28.50
5/8/25	14292107	0100	AMAZON	Art Materials	\$ 731.60
5/8/25	14292107	0100	AMAZON	Elementary Science	\$ 223.46
5/8/25	14292107	0100	AMAZON	Middle School Supplies	\$ 449.38
5/8/25	14292107	0100	AMAZON	Principal Supplies	\$ 182.10
5/8/25	14292107	0100	AMAZON	District Supplies	\$ 1,521.54
5/8/25	14292107	0100	AMAZON	District Supplies	\$ 234.21
5/8/25	14292107	0100	AMAZON	District Supplies	\$ 140.66
5/8/25	14292107	0100	AMAZON	MS Science	\$ 405.85
5/8/25	14292107	0100	AMAZON	School Supplies	\$ 669.12
5/8/25	14292107	0100	AMAZON	Elementary Supplies	\$ 158.27
5/8/25	14292107	0100	AMAZON	Maintenance Supplies	\$ 150.87
5/8/25	14292107	0100	AMAZON	School Supplies	\$ 19.58
5/8/25	14292107	0100	AMAZON	School Supplies	\$ 6.35
5/8/25	14292107	0100	AMAZON	UMP	\$ 97.09
5/8/25	14292107	0100	AMAZON	District Supplies	\$ 32.99
5/8/25	14292107	0100	AMAZON	District Supplies	\$ 598.95
5/8/25	14292107	0100	AMAZON	Elementary Engineering	\$ 185.93
5/8/25	14292107	0100	AMAZON	Elementary Supplies	\$ 164.10
5/8/25	14292107	0100	AMAZON	School Supplies	\$ 206.75
5/8/25	14292107	0100	AMAZON	MS Computer	\$ 678.71

5/8/25	14292107	0100	AMAZON	Art Supplies	\$ 502.44
5/8/25	14292107	0100	AMAZON	Maintenance Supplies	\$ 48.95
5/8/25	14292109	0100	AMERICAN CHEMICAL&SANITARY SUP	Maintenance Supplies	\$ 1,594.70
5/8/25	14292110	0100	OFFICE DEPOT	School Supplies	\$ 136.95
5/8/25	14292111	0100	PRINTER REPAIR DEPOT	Tech Services	\$ 2,563.78
5/8/25	14292112	0100	RSF MOBIL STATION	Gas	\$ 82.51
5/8/25	14292113	0100	RADY CHILDRENS HOSPITAL, SD	Health Services	\$ 1,083.00
5/8/25	14292114	0100	SDG&E	Utilities	\$ 22,834.88
5/8/25	14292115	0100	SOUTHWEST SCHOOL & OFFICE SUPP	District Supplies	\$ 97.38
5/8/25	14292116	0100	WASTE MANAGEMENT	Utilities	\$ 1,733.83
5/12/25	035664	0100	Zen Educate Inc	SPED Services	\$ 4,034.78
5/12/25	035665	0100	BLICK ART MATERIALS	Art Materials	\$ 87.73
5/12/25	035666	0100	CURRIER & HUDSON	Legal	\$ 7,020.05
5/19/25	14296948	0100	Open Up Resources	Textbooks	\$ 8,824.74
5/19/25	14296949	0100	Quadient Leasing USA,INC	Postage Machine Lease	\$ 172.05
5/19/25	14296950	0100	Hollandia Dairy	UMP	\$ 214.06
5/19/25	14296951	0100	Kis School Lunches	UMP	\$ 1,481.40
5/19/25	14296952	0100	Photo-Scan of Los Angeles	Tech Services	\$ 969.40
5/19/25	14296953	0100	Eric Richey	Pool Service	\$ 297.00
5/19/25	14296954	0100	APPLE COMPUTER, INC.	Tech Supplies	\$ 211,866.00
5/19/25	14296955	0100	AMERICAN FIDELITY ADMIN SRVCS	Admin Services	\$ 204.05
5/19/25	14296956	0100	COMMUNICATIONS EXPRESS, LLC	Maintenance Supplies	\$ 1,255.00
5/19/25	14296957	0100	HOME DEPOT	Maintenance Supplies	\$ 774.00
5/19/25	14296958	0100	SDG&E	Utilities	\$ 18,789.67
5/19/25	14296959	0100	24 HOUR ELEVATOR, INC.	Maintenance Services	\$ 483.15
5/22/25	14298467	0100	Office Solutions LLC	School Supplies	\$ 374.97
5/22/25	14298468	0100	Kis School Lunches	UMP	\$ 1,619.10
5/22/25	14298469	0100	Woolpert Inc	Admin Services	\$ 6,250.00
5/22/25	14298470	0100	Scoot Education Inc	SPED Services	\$ 840.00
5/22/25	14298471	0100	RADY CHILDRENS HOSPITAL, SD	Health Services	\$ 624.00
5/22/25	14298472	0100	SOUTHWEST SCHOOL & OFFICE SUPP	School Supplies	\$ 365.15
5/27/25	036308	0100	First Student, Inc.	Transportation	\$ 9,733.50
5/27/25	036309	0100	Zen Educate Inc	SPED Services	\$ 1,989.00
5/29/25	14301305	0100	Abbey Party Rents	Graduation Tent	\$ 10,387.69
5/29/25	14301306	0100	Marcia Brenner Associates, LLC	Tech Services	\$ 2,700.00
5/29/25	14301307	0100	Hollandia Dairy	UMP	\$ 127.85
5/29/25	14301308	0100	Kis School Lunches	UMP	\$ 312.60
5/29/25	14301309	0100	ACTIVE INTERNET TECHNOLOGIES INC	Tech Services	\$ 5,300.00
5/29/25	14301310	0100	ApplianSys LLC	Tech Services	\$ 621.00
5/29/25	14301311	0100	ParentSquare,Inc.	Tech Services	\$ 3,780.00
5/29/25	14301312	0100	BorderLAN, Inc	Tech Services	\$ 6,234.45
5/29/25	14301313	0100	IlluminatED Collective LLC	Admin Services	\$ 19,500.00
5/29/25	14301314	0100	Yazmin Lope	SPED Services	\$ 310.00
5/29/25	14301315	0100	Sachi Tech.Inc	Tech Services	\$ 2,800.00
5/29/25	14301316	0100	Prey, Inc	Tech Services	\$ 1,019.20
5/29/25	14301317	0100	Literacy Resources, LLC	Textbooks	\$ 1,840.44
5/29/25	14301318	0100	Scoot Education Inc	SPED Services	\$ 540.00
5/29/25	14301319	0100	PRINTER REPAIR DEPOT	Tech Supplies	\$ 32.33
5/29/25	14301320	0100	RANCHO SANTA FE SECURITY	Tech Services	\$ 378.00
5/29/25	14301321	0100	STATE OF CALIFORNIA	Admin Services	\$ 49.00
					\$ 637,803.70



Rancho Santa Fe School District
Governing Board Purchase Order Report
May 1, 2025 to May 31, 2025

PO No.	PO Date	Supplier	Fund	Department	Total by Account	Description
2425000307	5/2/25	Calif Assn Of School Bus Officials	0100	Admin Service	\$ 1,750.00	ORGANIZATIONAL SUBSCRIPTION FY 2025 -26
2425000308	5/2/25	AMAZON	0100	Field Day Supplies	\$ 510.00	FIELD DAY SUPPLIES 22 ITEMS WITH A TOTAL FO \$510.00
2425000309	5/8/25	Woolpert Inc	0100	Admin Service	\$ 6,250.00	ENROLLMENT PROJECTIONS Service period to: 05/01/2025
2425000310	5/14/25	ParentSquare,Inc.	0100	Tech Services	\$ 3,780.00	0631740-JULY 2025 RENEWAL ENGAGE PREMIUM 2023
2425000311	5/14/25	APPLE COMPUTER, INC.	0100	Technology Products	\$ 66,298.58	13-INCH MACBOOK AIR: APPLE M4 CHIP WITH 10-CORE CPU AND 8-CORE GPU, 16GB, 256GB
2425000311	5/14/25	APPLE COMPUTER, INC.	0100	Technology Products	\$ 280.00	RECYCLE FEE
2425000312	5/14/25	ApplianSys LLC	0100	Tech Services	\$ 621.00	STANDARD ANNUAL SUPPORT CONTRACT RENEWAL UNITS COVERED: 1XDNSBOX210 (SN: 474672)
2425000313	5/16/25	Marcia Brenner Associates, LLC	0100	Tech Services	\$ 1,200.00	ATTENDANCE MONITOR PLUGIN FOR POWERSCHOOL -TRAINING AND IMPLEMENTATION
2425000313	5/16/25	Marcia Brenner Associates, LLC	0100	Tech Services	\$ 1,500.00	ATTENDANCE MONITOR PLUGIN FOR POWERSCHOOL SIS -
2425000314	5/16/25	ACTIVE INTERNET TECHNOLOGIES INC	0100	Tech Services	\$ 5,300.00	COMMUNICATIONS PACKAGE -STANDARD 7/1/2025-6/30/2026
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 569.00	CAMERA INSTALLATION
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 219.00	NEMA RATED CABLE ADAPTER ENCLOSURE
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 42.00	SHIPPING
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 159.01	TAX
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 249.00	UNIVERSAL POLE MOUNT KIT
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 1,799.00	VERKADA CB62-E OUTDOOR BULLET CAMERA, 4K, ZOOM LENS
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ (899.50)	VERKADA TOTAL DISCOUNT SAVINGS
2425000316	5/16/25	Orion Technology Group LLC	0100	Cameras - capital outlay	\$ 1,799.00	VERKADA10-YEAR CAMERA LICENSE
2425000317	5/16/25	Sachi Tech.Inc	0100	Tech Services	\$ 400.00	SECURE ROSTER CONNECT DISTRICT 7/01//2025-6/30/2026
2425000317	5/16/25	Sachi Tech.Inc	0100	Tech Services	\$ 2,400.00	VISITOR MANAGEMENT 7/01/2025-6/30/2026
2425000318	5/16/25	United States Cellular Corporation	0100	Utilities	\$ 15.00	BUSINESS CD POOLED 2GB
2425000318	5/16/25	United States Cellular Corporation	0100	Utilities	\$ 99.00	OOMA AIRDIAL OPEX POTS SOLUTION 4 PORT 3YR
2425000319	5/16/25	BLICK ART MATERIALS	0100	Art Supplies	\$ 5,466.89	222 ITEMS WITH A TOTAL OF \$5,073.68
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 540.33	EXPRESS SUPPORT
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 229.41	FALCON DEVICE CONTROL
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 2,764.71	FALCON ENDPOINT PROTECTION ENTERPRISE FLEXIBLE BUNDLE
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 229.41	FALCON FIREWALL MANAGEMENT BUNDLE
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ -	INSIGHT
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 926.47	OVERWATCH
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ -	PREVENT
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 1,544.12	THREAT GRAPH STANDARD
2425000320	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ -	UNIVERSITY LMS SUBSCRIPTION NEW CUSTOMER ACCESS PASS

2425000321	5/19/25	BorderLAN, Inc	0100	Tech Services	\$ 7,227.00	UTM PROTECTION (24X7 FORTICARE PLUS APPLICATION CONTROL, IPS, AV, WEB FILTERING AND ANTISPAM)
2425000322	5/19/25	Prey, Inc	0100	Tech Services	\$ 1,019.52	PREY FOR EDUCATION - TRACKING PLAN DEVICE SLOT NUMBER 80
2425000323	5/19/25	Literacy Resources, LLC	0100	Educational Software	\$ 497.00	ENGLISH FLUENCY 7
2425000323	5/19/25	Literacy Resources, LLC	0100	Educational Software	\$ 447.44	ENGLISH FLUENCY 5
2425000323	5/19/25	Literacy Resources, LLC	0100	Educational Software	\$ 469.00	ENGLISH FLUENCY 6
2425000323	5/19/25	Literacy Resources, LLC	0100	Educational Software	\$ 427.00	ENGLISH FLUENCY 8
2425000324	5/19/25	NCS PEARSON, INC.	0100		\$ 34.70	A103000372799 - BOT-3 FOLDING PAPER ITEM RESPONSE PAGE PAD OF 25 (PRINT)
2425000324	5/19/25	NCS PEARSON, INC.	0100		\$ 10.78	SHIPPING
2425000325	5/22/25	Savvas Learning Co LLC	0100	Spanish Textbooks	\$ 1,583.93	PRENTICE HALL SPANISH REALIDADES PRACTICE WORKBOOK LEVEL AB 1ST EDITION 2004C
2425000325	5/22/25	Savvas Learning Co LLC	0100	Spanish Textbooks	\$ 452.55	PRENTICE HALL SPANISH REALIDADES PRACTICE WORKBOOK LEVEL 2 1ST EDITION 2004C
2425000325	5/22/25	Savvas Learning Co LLC	0100	Spanish Textbooks	\$ 183.28	SHIPPING
2425000326	5/22/25	DISCOUNT PLAYGROUND SUPPLY INC	0100	Maintenance Supplies	\$ 241.25	FRONT MOUNT STANDARD BASKETBALL GOAL
2425000326	5/22/25	DISCOUNT PLAYGROUND SUPPLY INC	0100	Maintenance Supplies	\$ 59.70	SHIPPING
2425000327	5/22/25	Laprea Education Inc.	0100	Textbooks	\$ 165.69	SHIPPING & HANDLING (9%)
2425000327	5/22/25	Laprea Education Inc.	0100	Textbooks	\$ 398.00	SORING INTO SOUNDS - INTERACTIVE WORD BUILDING KIT FOR PHONICS INSTRUCTION (5-PACK)
2425000327	5/22/25	Laprea Education Inc.	0100	Textbooks	\$ 1,443.00	STRUCTURED LITERACY WITH E.A.S.E. SECOND EDITION COMPLETE KIT



**Rancho Santa Fe School District
Revolving Fund Report
April 30, 2025 to May 31, 2025**

Period	Date	Check #	Vendor	Amount	Description	Account Code
April 2025	4/30/25	11119	Employee ID 647761	\$ 3,612.06	April Payroll Check	0100-0000000-0000-8110-2200000-000
May 2025	5/16/25	11120	Janel Maud	\$ 49.13	Classroom funds	0100-0000300-1110-1000-4300120-100
May 2025	5/16/25	11121	Kim Pinkerton	\$ 44.00	Board Food	0100-0000000-0000-7100-4300008-000
May 2025	5/16/25	11122	Jamil Soltani	\$ 88.00	EOY Staff Breakfast	0100-0000000-0000-2700-4300008-000
May 2025	5/23/25	11123	Caitlyn Solis	\$ 30.00	Fingerprinting	0100-0000000-0000-7200-5800000-000
May 2025		11124	VOID			
May 2025	5/23/25	11125	Tammy Parker	\$ 71.94	EOY Staff Breakfast	0100-0000000-0000-2700-4300008-000
May 2025	5/30/25	11126	Joe Erpelding	\$ 21.10	Field Day	0100-0000184-1110-4100-5800000-100
May 2025	5/30/25	11127	Jessica Henke	\$ 43.24	Instructional Supplies	0100-0000300-1110-1000-4300000-100
May 2025	5/30/25	11127	Jessica Henke	\$ 48.00	Student Food	0100-0000000-1110-3700-4300009-100
May 2025	5/30/25	11128	Spiri Bavelas	\$ 60.18	Science Supplies	0100-0000000-1110-1000-4300302-200
May 2025	5/30/25	11129	Jackie Mendez	\$ 81.56	MS Elective Supplies	0100-0000195-1110-1000-4300000-200
Total:				\$ 4,149.21		


Kim Pinkerton

June 12, 2025
Date



**Rancho Santa Fe School District
Governing Board General Fund Report
May 1, 2025 to May 31, 2025**

CASH IN TREASURY AS OF MAY 1, 2025		\$ 4,308,183.49
<u>REVENUES</u>		
INCOME		\$ 852,888.78
TEMPORARY TRANSFER FROM OTHER FUNDS (CASH FLOW NEEDS)		\$ -
	TOTAL REVENUES:	\$ 852,888.78
<u>EXPENDITURES</u>		
PAYROLL		\$ (920,988.02)
COMMERCIAL WARRANTS		\$ (628,091.59)
BENEFITS/OTHER, ETC.		\$ (330,982.04)
TEMPORARY TRANSFER BACK TO RESERVES (CASH FLOW NEEDS)		
	TOTAL EXPENDITURES:	\$ (1,880,061.65)
CASH IN TREASURY AS OF MAY 31, 2025		\$ 3,281,010.62



Roger Rowe ASB Funds

July 1, 2024 to May 31, 2025

Beginning Balance as of 7/1/2024:	\$	44,276.49	Notes
Income:			
23-43 Field Trip Losses - District Pd	\$	2,023.77	23/24 Field Trips
Book Fair	\$	5,497.63	
Field Trips:			
2nd Grade - USS Midway	\$	175.00	
2nd Grade - Zoo	\$	770.00	
3rd Grade - San Elijo Lagoon	\$	552.00	
4th Grade - Birch Aquarium	\$	934.00	
4th Grade - San Juan Mission	\$	1,830.00	
5th Grade - All Field Trips	\$	10,510.00	Collected one fee for all field trips
6th Grade - Astro Camp	\$	20,797.50	
7th Grade - Catalina	\$	23,140.00	
8th Grade - Washington DC	\$	100.00	
8th Grade - Knott's Berry Farm	\$	6,950.00	
Leadership Disneyland Trip	\$	6,011.63	
Interest	\$	7.13	
Misc Inc.	\$	514.64	
Snack Cart Sales	\$	4,448.62	
Spirit Wear Sales	\$	261.00	
Yearbook (24-25)	\$	10,111.00	
Yearbook (23-24)	\$	300.00	
	\$	94,933.92	
Expenses:			
Book Fair	\$	5,497.63	
Field Trips:			
2nd Grade - Zoo	\$	510.00	
3rd Grade - San Diego Natural History	\$	540.00	
3rd Grade - Oceanside Museum of Art	\$	855.00	
4th Grade - Birch Aquarium	\$	809.90	
4th Grade - Birch Aquarium	\$	1,009.50	23-24 Invoice
4th Grade - Misson San Juan	\$	1,610.00	
5th Grade - Riley's Farm	\$	5,814.00	
5th Grade - Biz Town	\$	5,104.00	
6th Grade - Astro Camp	\$	23,240.00	\$4,875 Deposit in 23/24
6th Grade - Astro Camp	\$	3,835.00	Deposit for 25/26
7th Grade - Catalina	\$	27,910.48	\$2,452.80 Deposit in 23/24
7th Grade - Catalina	\$	2,212.50	Deposit for Fall 2025
8th Grade - Washington DC	\$	114.95	
8th Grade - Knotts Berry Farm	\$	7,647.50	
Leadership Disneyland Trip	\$	9,370.00	
Misc	\$	350.61	
Snack Cart	\$	4,463.16	
Spirit Wear	\$	1,562.38	
Web	\$	500.00	
Yearbook	\$	14,804.16	
	\$	117,760.77	
Carry-over of uncleared transactions	\$	1,047.42	
Ending Balance as of 5/31/2025:	\$	22,497.06	

Snack Cart

Income \$ 4,448.62

Expenses	\$	(4,463.16)	
Net Profit/Loss	\$	(14.54)	ASB Loss - more deposits in June

Spirit Wear Sales			
Income	\$	261.00	
Expenses	\$	(1,562.38)	
Net Profit/Loss	\$	(1,301.38)	ASB Loss

Student Council/WEB Leadership Conference - Disneyland			
Income	\$	6,011.63	
Expenses	\$	(9,370.00)	
Net Loss	\$	(3,358.37)	ASB Loss

Second Grade Zoo Trip			
Income	\$	770.00	
Expenses	\$	(510.00)	
Net Income	\$	260.00	District Excess

Second Grade Midway Trip			
Income	\$	770.00	
Expenses			
Net Loss	\$	770.00	District Excess

Third Grade Field Trips			
Income	\$	552.00	
Expenses	\$	(1,395.00)	
Net Profit/Loss	\$	(843.00)	District Loss

Fourth Grade Birch Trip			
Income	\$	934.00	
Expenses	\$	(809.90)	
Net Profit	\$	124.10	District Excess

Fourth Grade Mission San Juan Capistrano			
Income	\$	1,830.00	
Expenses	\$	(1,610.00)	
Net Profit	\$	220.00	District Excess

Fifth Grade - All Field Trips			
Income	\$	10,510.00	
Expenses	\$	(10,918.00)	
Net Loss	\$	(408.00)	District Loss

Sixth Grade - Astro Camp			
Income	\$	20,797.50	
Pre-paid deposit in 23/24	\$	(4,875.00)	
Expenses	\$	(23,240.00)	
Net Loss	\$	(7,317.50)	District Loss

Seventh Grade - Catalina			
Income	\$	23,140.00	
Pre-paid deposit in 23/24	\$	(2,452.80)	
Expenses	\$	(27,910.48)	
Net Profit/Loss	\$	(7,223.28)	District Loss

Eighth Grade - Knott's			
Income	\$	6,950.00	
Expenses	\$	(7,647.50)	
Net Profit	\$	(697.50)	District Loss

Approval Date	amount
	AMAZON DISTRICT
	\$ 4,000.00
	AMAZON PRINCIPALS
	\$ 3,000.00
	Amazon SPED
	\$ 3,000.00
	Amazon Elementary
	\$ 6,000.00
	Amazon MS
	\$ 4,000.00
	Amazon Tech
	\$ 10,000.00
	Amazon Maint
	\$ 10,000.00
	Amazon Elementary Books
	\$ 2,000.00
	Amazon Elementary Library
	\$ 2,000.00
	Amazon Art
	\$ 2,000.00
	Amazon Elementary Engineering
	\$ 2,000.00
	Amazon Elementary Science
	\$ 2,000.00
	Amazon PE
	\$ 1,000.00
	Amazon Drama
	\$ 2,000.00
	Amazon Music
	\$ 2,000.00
	Amazon MS Science
	\$ 3,000.00
	Amazon MS Computer Lab
	\$ 2,000.00
	Amazon MS ELA
	\$ 3,000.00
	Amazon MS Other Books
	\$ 1,000.00
	Amazon MS Library
	\$ 1,000.00
	Amazon UMP
	\$ 5,000.00
	Amazon Nurse Office
	\$ 1,500.00
	BLICK ART
	\$ 8,000.00
	Amazon Robotics
	\$ 3,000.00
	School Specialty Regular Supplies K-8
	\$ 2,000.00
	Uline K-8
	\$ 1,000.00
	Stern Supply
	\$ 500.00
	Office Depot
	\$ 3,000.00
	Southwest Office & Supply
	\$ 15,000.00
	Amazon New Science Electives
	\$ 3,000.00
	MAINTENANCE
	Office Solutions
	\$ 10,000.00
	Waxie
	\$ 12,000.00
	American Chemical
	\$ 5,000.00
	Home Depot
	\$ 10,000.00
	24 hr Elevator
	\$ 6,000.00
	Granettos
	\$ 500.00
	California Sun Pool
	\$ 3,000.00
	Waste Management
	\$ 20,000.00
	Quench
	\$ 7,000.00
	Roper Electric
	\$ 3,000.00

	All Things Plumbing	\$ 3,000.00
	Highway Safety	\$ 250.00
	Intermountain	\$ 250.00
	FireForce Fire & Safety	\$ 5,000.00
	Applied Mecanical	\$ 10,000.00
	Escondido Golf Cart	\$ 2,000.00
	Ferguson	\$ 500.00
	Standard Electric	\$ 3,000.00
	Sherwin Williams	\$ 1,000.00
	Lee's Lock	\$ 200.00
	Bulbs	\$ 500.00
	Coda Print Works Shirts	\$ 2,000.00
	Lands End	\$ 500.00
	MISC	
	SDG&E	\$275,000.00
	AT&T	\$ 20,000.00
	AT&T Calnet	8000
	Infinity Communitcations	\$ 3,000.00
	Quadient Leasing	\$ 4,500.00
	Rancho Security	\$ 1,500.00
	Currier & Hudson	\$200,000.00
	Currier & Hudson	\$ 75,000.00
	Printer Repair	\$ 10,000.00
	101 Voice	\$ 15,000.00
	SCCS - South Coast Copy Systems	\$ 8,500.00
	Radys Childrens	\$ 5,000.00
	Santa Fe Irrigation	\$ 45,000.00
	American Fidelity	\$ 2,000.00
	Holandia Dairy	\$ 8,000.00
	Carolina Biological	\$ 2,000.00
	KI's	\$ 70,000.00

**RANCHO SANTA FE SCHOOL DISTRICT
AGREEMENT FOR EMERGENCY REPAIR AGREEMENT**

Contract Date: June 17, 2025

Contract Number: 06102025

This Agreement for Routine Maintenance Services (hereafter, "Contract") is entered into this 10th day of June 2025 ("Effective Date"), by and between the Rancho Santa Fe School District, (hereafter, the "District") and Pathway Communications LTD (hereafter, "Contractor"). The District and Contractor may hereafter be collectively referred to as the "Parties." The Parties hereby agree to the following:

1. Services to be Provided by Contractor:

Contractor shall provide routine maintenance, design, installation, and management of integrated audio-visual (AV) systems. Services include custom AV system design (video projection, streaming, audio reinforcement, control), network integration (UTP/Fiber, RF, IP video), and real-time software design for educational/corporate environments.

2. Term of Agreement

The term of this Agreement is from June 17, 2025 through June 30, 2026.

3. Compensation:

The total amount of this contract shall not exceed **Five Thousand Dollars (\$5,000.00)**. In exchange for Contractor performing the services requested by the District under this Contract, Contractor shall be paid in an amount calculated consistent with the hourly rate schedule set forth in Exhibit A, or alternatively, in an amount equal to any Service Quotation prepared by Contractor. Any such Service Quotation must be in writing and approved by the District's Superintendent prior to any work being performed by Contractor.

Upon presentation of an invoice the District for services rendered, Contractor shall be paid within 30 days.

4. Standard of Care and Supervision:

Contractor shall perform, diligently prosecute, and complete the services provided in this Contract in a good and workmanlike. Contractor shall provide competent supervision of personnel employed on the job site, use of equipment, and quality of workmanship.

5. Certification Re Contractor's License:

By signing this Contract, Contractor certifies that Contractor holds all required licenses to perform the services provided for this in this Contract and that Contractor understands that failure to maintain any required license in good standing throughout the performance of the Contract may result in discipline and/or other penalties pursuant to the California Business and Professions Code, and may constitute a material breach of this Contract subject to all available remedies under this Contract and at law and equity.

6. Labor, Materials, and Equipment:

Contractor shall furnish all tools, equipment, apparatus, transportation, labor, and material necessary to furnish the services herein described, with such services to be performed at such times and places as directed by and subject to the approval of the authorized District representative. Unless otherwise specified, all materials shall be new and previously unused, and of the manufacturer's latest model or the best of their respective kinds and grades as noted or specified, and workmanship shall be of good quality.

7. Employee Benefits:

Contractor shall be responsible for all salaries, payments, insurance, and benefits for all of Contractor's officers, agents, and employees in performing services pursuant to this Contract.

8. Independent Contractor Status:

While engaged in carrying out the services provided for in this Contract, Contractor and all of its officers, agents, and employees, are acting as an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District. Contractor shall be solely responsible for its own Workers' Compensation insurance, taxes, and other similar charges or obligations. Contractor shall be liable for its own actions, including its negligence or gross negligence, and shall be liable for the acts, omissions, or errors of its agents or employees.

9. Workers' Compensation Insurance:

Contractor understands and agrees that Contractor and all of its officers, agents, and employees are not eligible for workers' compensation coverage by the District. Contractor agrees to procure and maintain in full force and effect Workers' Compensation Insurance covering its employees and agents while these persons are providing services as set forth in this Contract. In the event a claim under the provisions of the California Workers' Compensation Act is filed against the District by an officer, agent, or employee of Contractor, Contractor agrees to defend and hold harmless the District from such claim to the fullest extent permitted by law.

10. Safety and Security:

Contractor is responsible for maintaining safety in the performance of this Contract. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

11. Fingerprinting Pursuant to Education Code § 45125.1:

In compliance with Education Code § 45125.1, Contractor and any of its agents, representatives, or employees who foreseeably will have contact with students at the District shall be fingerprinted in a manner authorized by the U.S. Department of Justice (*See* Educ. Code § 45125.1). Contractor must, upon receipt of the results of the fingerprinting, certify to the District separately in writing that none of the individuals Contractor will assign to perform services for the District has a record of conviction of a serious or violent felony before Contractor shall permit any such individual to perform any service for the District. Any doubt regarding whether an agent, representative, or employee of Contractor is covered by this subsection shall be resolved in favor of that person being fingerprinted as set forth above.

12. Job Site Condition:

The job site shall be in order at all times when work is not actually being performed and shall be maintained in a reasonably clean condition.

13. Correction of Errors:

Contractor shall perform, at its own cost and expense and without reimbursement from the District, any work necessary to correct errors or omissions that are caused by Contractor's failure to perform services according to the standard of care required by the Contract.

14. Termination of Contract:

The District may terminate this Contract for convenience or should Contractor fail to perform any of the terms and conditions hereof at the time and places set forth herein. In the event of such termination, Contractor shall be paid the reasonable value of the services rendered up to the date of such termination, less any payments theretofore made, as exclusively determined by the District, and Contractor hereby expressly waives any and all claims for damages or compensation arising under this Contract in the event of such termination, except as set forth herein.

15. Indemnification:

- A. To the furthest extent permitted by California law, Contractor shall indemnify and hold harmless the District, its agents, representatives, officers, consultants, employees, and volunteers (the "Indemnified Parties") from any and all demands, damages, injuries, losses, expenses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, directly or indirectly arising from, arising out of, connected with, or resulting from, in whole or in part, the performance of this Contract unless the claims are caused wholly by the sole or active negligence or willful misconduct of the Indemnified Parties, as found by a court or arbitrator of competent jurisdiction, in which case Contractor's indemnification and hold harmless obligation shall be reduced by the proportion of the Indemnitees' liability.
- B. Contractor shall also, to the furthest extent permitted by California law, defend the Indemnified Parties at Contractor's own expense, including attorneys' fees and costs, from any and all claims directly or indirectly arising from, arising out of, connected with, or resulting from the performance of this Contract unless the claims are caused wholly by the sole or active negligence or willful misconduct of the Indemnified Parties, as found by a court or arbitrator of competent jurisdiction, in which case, without impacting Contractor's obligation to provide an immediate and ongoing defense of the Indemnified Parties, Contractor's defense obligation shall be retroactively reduced by the proportion of the Indemnitees' liability. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the District.
- C. If the Indemnitees provide their own defense due to failure to timely respond to tender of defense, rejection of tender of defense, or conflict of interest of proposed counsel, Contractor shall reimburse Indemnitees for any expenditures, including reasonable attorney's fees and costs.
- D. The District may retain so much of the moneys due Contractor as shall be considered necessary, until disposition of any such suit, claims or actions for damages or until the District has received written agreement from Contractor that it will unconditionally defend the Indemnified Parties, and pay any damages due by reason of settlement or judgment.
- E. Contractor's defense and indemnification obligations hereunder shall survive the completion of the services provided for in this Contract, including the warranty/guarantee period, and/or the termination of the Contract.

16. Contractor's Insurance:

Contractor shall procure and maintain at all times it performs services under this Contract the following insurance with minimum limits not less than the amount indicated below. If Contractor normally carries insurance in an amount greater than the

minimum amounts required by District, that greater amount shall become the minimum required amount of insurance for purposes of the Contract. Therefore, Contractor hereby acknowledges and agrees that all insurance carried by it shall be deemed liability coverage for all actions it performs in connection with the Contract.

Type of Coverage	Minimum Requirement
Commercial General Liability , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$1,000,000
General Aggregate	\$2,000,000
Automobile Liability – Any Auto	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Workers’ Compensation	Statutory Limits
Employer’s Liability	\$1,000,000

17. Warranty:

Contractor shall guarantee the workmanship, product or service performed against defective workmanship, defects or failures of materials for a minimum period of one (1) year from the date of performance of the service.

18. Limitation of District Liability:

The District’s financial obligations under this Contract shall be limited to the payment of the compensation provided in this Contract. Notwithstanding any other provision of this Contract, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, or lost bonding capacity, arising out of or in connection with this Contract for the services performed in connection with this Contract.

19. Compliance with Law:

Contractor shall be subject to and shall comply with all federal, State, and local laws and regulations applicable with respect to its performance of services under this

Contract including, but not limited to licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

20. Labor Code Requirements:

Contractor shall comply with all applicable provisions of the California Labor Code, Division 3, Part 7, Chapter 1, Articles 1 – 5, including, without limitation, the payment of the general prevailing per diem wage rates for public work projects of more than one thousand dollars (\$1,000). Copies of the prevailing rate of per diem wages are on file with the District or available online at <http://www.dir.ca.gov/>. In addition, Contractor and each subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the California Labor Code, beginning with Section 1720, and including Section 1735, 1777.5 and 1777.6, forbidding discrimination, and Sections 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or subcontractors. Willful failure to comply may result in penalties, including loss of the right to bid on or receive public works contracts.

21. Non-Discrimination:

In connection with this Contract and the performance of services, including, but not limited to, in regard to employment practices, Contractor shall comply with, and shall not discriminate or provide preferential treatment in violation of, any and all applicable federal, State, or other anti-discrimination laws, rules, regulations, and requirements, as amended from time to time.

22. Attorneys' Fees and Costs:

Should litigation be necessary to enforce any terms of provisions of this Contract, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorney's fees.

23. Venue and Jurisdiction:

In the event of litigation, the Contract and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or federal court located in San Diego County.

24. Assignment:

No portion of this Contract or any of the services to be performed hereunder may be assigned by Contractor without express written consent of District, and without such consent all services hereunder are to be performed solely by Contractor, its officers, agents and employees.

25. Alterations or Variance:

No alterations to this Contract or variance from the provisions hereof shall be valid unless made in writing and executed by both of the Parties hereto.

26. Severability:

If any provision of this Contract is declared or determined by any court of competent jurisdiction to be illegal, invalid or unenforceable, the legality, validity or enforceability of the remaining parts, terms and provisions shall not be affected thereby, and said illegal, unenforceable or invalid part, term or provision will be deemed not to be a part of this Contract.

27. Provisions Required By Law Deemed Inserted:

Each and every provision of law and clause required by law to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included therein.

28. Entire Contract:

This Contract sets forth the entire agreement between the Parties and fully supersedes any and all prior agreements, understandings, written or oral, between the Parties hereto pertaining to the subject matter thereof. To the extent that there is any conflict between the terms and conditions of this Contract and any Service Quotation prepared by Contractor, this Contract shall control.

29. Notices:

Any notice required to be given under this Contract shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt requested, or sent by overnight delivery service, or email addressed as follows:

District

Rancho Santa Fe School District
Kim Pinkerton
Superintendent
PO Box 809
Rancho Santa Fe, CA 92067
kpinkerton@rsf.k12.ca.us

Contractor

Pathway Communications LTD
Paul Robinson
Partner
12740 Danielson Court, Suite E
Poway, CA 92064
paulr@pcomus.com

Any notice personally given or sent by email shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the next business day after

being sent. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

30. Counterparts:

This Contract may be executed by facsimile signature, PDF, and in one or more counterparts, each of which shall be deemed to be an original, and which shall together constitute one and the same document.

31. Governing Board Action:

For this Contract to become effective, the Governing Board of the District must take action to approve it in an open meeting of the Governing Board.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract as of the date first written below.

FOR THE DISTRICT:

Signature

Date

Kim Pinkerton
Superintendent
Rancho Santa Fe School District

FOR CONTRACTOR:



Signature

6/9/2025

Date

Paul Robinson
Partner
Pathway Communications LTD

Approved by the Governing Board of the District on _____.



Education Specialist – Extensive Support Needs Teacher

Employment Status: Certificated, 184 Work Days

Responsible To: Principal and Director of Special Education

Description of Position:

The Education Specialist – Extensive Support Needs will teach and instruct elementary and/or middle school level students who require remedial and specialized assistance in pre-academic, academic, functional skills, social-emotional, behavioral, adaptive behavior, daily living, pre-vocational skill areas; plan, develop, organize and assist in the operation of comprehensive individualized educational program for students with a variety of disabilities; assist instructional personnel responsible for students with disabilities in making an appropriate adjustment to an educational program requiring an increased level of independence; and perform other related duties as assigned.

Education/Experience:

- Valid California Education Specialist Instruction Credential- Extensive Support Needs, or currently enrolled in an Extensive Support Needs credentialing program with the ability to obtain an intern credential prior to employment.
- Bachelor's Degree or higher from an accredited college or university

Credential(s):

- Valid California Education Specialist Instruction Credential- Extensive Support Needs
- CLAD or BCLAD

Responsibilities:

- Complete thorough initial evaluations, additional assessments, and triennial re-evaluations within district, state, and federal guidelines, and develop legally compliant assessment reports and IEPs.
- Prepare, administer, score, and record the results of criterion and/or norm-referenced and/or group standardized tests in evaluating student's present level of functioning, growth, and progress.
- Utilize comprehensive assessment results in developing appropriate IEP goals and objectives to accommodate the wide variety of individual needs of each student.
- Participate as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications, and instructional plans; implement and monitor the IEP.
- Provide instruction and services to students whose needs have been identified in an IEP, and others as requested by principal or special education administrator.
- Design educational programs to meet individual learning needs within the least restrictive environment.
- Utilize functional skills curriculum and/or core curriculum with modifications to develop lesson plans to instruct/remediate identified learning deficits and make progress towards agreed-upon goals.
- Provide individual and/or group instruction in remediating student-learning deficits to adapt/modify the general education and/or functional skills curriculum(s) as per the unique needs of the student and effectively utilize the available instructional time.

Education Specialist – Extensive Support Needs Teacher

- Demonstrate effective classroom management, employing a variety of behavior management strategies and techniques, including Applied Behavior Analysis, behavior modification, reinforcement, and other positive behavior shaping techniques.
- Provide consultation and/or in-service to school staff and parents which relates to student assessment, specialized instruction, accommodations and modifications, and behavior management techniques
- Maintain records and reports, and complete frequent progress monitoring (i.e., behavior data, data on goals and objectives, service logs, progress reports, etc.) that are required by the district, state, and/or federal regulations.
- Serve as a collaborative case manager of the IEP team, and participate in other types of meetings, if requested.
- Communicate effectively and work collaboratively with all other school district personnel and parents while always maintaining confidentiality.
- Work collaboratively and consultatively with classroom teachers who have special education students in general education classes, interpreting the abilities and disabilities of these students, and assisting the student's curriculum needs; assist other professional staff members in resolving the unique psychological or disciplinary concerns of such students.
- Undertake continuing professional development related to special education and instructional methods related to the field.
- Plan and coordinate the work of assigned instructional aides as well as provide training in order for the instructional assistants to work effectively with students.
- Assist students with personal care such as feeding, toileting, changing diapers and clothing, cleaning/grooming, and other physical or health care needs. Assist in transferring students in and out of wheelchairs, braces, and other types of orthopedic equipment; performs a variety of specialized and minor health care procedures such as suctioning of tracheotomy tubes, g-tube feeding, nebulizer treatments, catheterization procedures, and changing ostomy/colostomy bags.
- Participate in transition planning.
- Perform observations and assessments at off-site locations (or at locations other than a traditional school setting).
- Perform other duties as assigned.

Qualifications:

Knowledge of:

- Federal and State laws and regulations surrounding the provision of special education services and district policies and procedures
- Principles, theories, techniques, and strategies pertaining to the teaching and instruction of students with special needs
- Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to students with disabilities
- Behavior management and behavior shaping strategies
- Basic computer and instructional technology skills



Education Specialist – Extensive Support Needs Teacher

Abilities to:

- Plan, organize, develop, and use appropriate strategies for planning, recommending services, and implement instruction, including the use of supplementary aides, services, and technology, and manage learning environments that are safe and effective
- Collaborate and communicate effectively both orally and in writing
- Establish and maintain collaborative working relationships with all stakeholders
- Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds.

Physical Demands:

- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Have a means of transportation to conduct work
- Seeing to conduct inspections of data
- Occasional lifting of boxes and equipment, and bending or reaching for files and equipment.
- Weight of materials will vary, but generally fifty (50) pounds or less
- Assist in physically transferring student correctly or restrain a child physically if needed.
- Assist students with personal care such as toileting, diapering, and cleaning/grooming.
- Will work with students who have significant academic and social/emotional needs.
- The job is performed under minimal temperature variations, a generally hazard-free environment, and in a clean atmosphere.

Benefits:

Benefits consistent with the Collective Bargaining Agreement with the Rancho Santa Fe Faculty Association.

Board Approved:



Education Specialist – Mild/Moderate Support Needs Teacher

Employment Status: Certificated, 184 Work Days

Responsible To: Principal and Director of Special Education

Description of Position:

The Education Specialist – Mild/Moderate Support Needs will teach and instruct elementary and/or middle school level students who require remedial and specialized assistance in pre-academic, academic, social-emotional, behavioral, adaptive behavior, daily living, pre-vocational skill areas; plan, develop, organize and assist in the operation of comprehensive individualized educational program for students with a variety of disabilities; assist instructional personnel responsible for students with disabilities in making an appropriate adjustment to an educational program requiring an increased level of independence; and perform other related duties as assigned.

Education/Experience:

- Valid California Education Specialist Instruction Credential-Mild/Moderate Disabilities, or currently enrolled in a Mild/Moderate credentialing program with the ability to obtain an intern credential prior to employment.
- Bachelor's Degree or higher from an accredited college or university

Credential(s):

- Valid California Education Specialist Instruction Credential-Mild/Moderate
- CLAD or BCLAD

Responsibilities:

- Complete thorough initial evaluations, additional assessments, and triennial re-evaluations within district, state, and federal guidelines, and develop legally compliant assessment reports and IEPs.
- Prepare, administer, score, and record the results of criterion and/or norm-referenced and/or group standardized tests in evaluating students' present level of functioning, growth, and progress.
- Utilize comprehensive assessment results in developing appropriate IEP goals and objectives to accommodate the wide variety of individual needs of each student.
- Participate as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications, and instructional plans; implement and monitor the IEP.
- Provide appropriate instruction and services to students whose needs have been identified in an IEP, and others as requested by principal or special education administrator.
- Design educational programs to meet individual learning needs within the least restrictive environment.
- Utilize core curriculum to develop lesson plans to instruct/remediate identified learning deficits and make progress towards agreed-upon goals.
- Provide individual and/or group instruction in remediating student learning deficits to adapt the general education curriculum as per the unique needs of the student and effectively utilize the available instructional time.

Education Specialist – Mild/Moderate Support Needs Teacher

- Demonstrate effective classroom management, employing a variety of behavior management strategies and techniques, including behavior modification, reinforcement, and other positive behavior shaping techniques.
- Provide consultation and/or in-service to school staff and parents which relates to student assessment, specialized instruction, accommodations and modifications, and behavior management techniques
- Maintain records and reports, and complete frequent progress monitoring (i.e., behavior data, data on goals and objectives, service logs, progress reports, etc.) that are required by the district, state, and/or federal regulations.
- Serve as a collaborative case manager of the IEP team and participate in other types of meetings, if requested.
- Communicate effectively and work collaboratively with all other school district personnel and parents while always maintaining confidentiality.
- Work collaboratively and consultatively with classroom teachers in the implementation and design of pre-referral interventions and accommodations/modifications in the general education classroom, interpreting the abilities and disabilities of these students, and assisting the students' curriculum needs; assist other professional staff members in resolving the unique psychological or disciplinary concerns of such students.
- Undertake continuing professional development related to special education and instructional methods related to the field.
- Plan and coordinate the work of assigned instructional aides as well as provide training in order for the instructional assistants to work effectively with students.
- Assist students with personal care such as feeding, toileting, changing diapers and clothing, cleaning/grooming, and other physical or health care needs. Assist in transferring students in and out of wheelchairs, braces, and other types of orthopedic equipment as necessary; assure the safe use and operation of wheelchairs and other orthopedic equipment.
- Participate in transition planning.
- Perform observations and assessments at off-site locations (or at locations other than a traditional school setting).
- Perform other duties as assigned.

Qualifications:

Knowledge of:

- Federal and State laws and regulations surrounding the provision of special education services and district policies and procedures
- Principles, theories, techniques, and strategies pertaining to the teaching and instruction of students with special needs
- Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to students with disabilities
- Behavior management and behavior shaping strategies
- Basic computer and instructional technology skills



Education Specialist – Mild/Moderate Support Needs Teacher

Abilities to:

- Plan, organize, develop, and use appropriate strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology, and manage learning environments that are safe and effective
- Collaborate and communicate effectively both orally and in writing
- Establish and maintain collaborative working relationships with all stakeholders
- Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds.

Physical Demands:

- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Have a means of transportation to conduct work
- Seeing to conduct inspections of data
- Occasional lifting of boxes and equipment, and bending or reaching for files and equipment.
- Assist in physically transferring students correctly or restrain a child physically if needed.
- Assist students with personal care such as toileting, cleaning/grooming, and other self-care routines.
- Will work with students who have significant academic and social/emotional needs.
- The job is performed under minimal temperature variations, a generally hazard-free environment, and in a clean atmosphere.

Benefits:

Benefits consistent with the Collective Bargaining Agreement with the Rancho Santa Fe Faculty Association.

Board Approved:



K-8 Physical Education Teacher

Employment Status: Certificated, 184 Work Days

Responsible To: Principal

Description of Position:

The K-8 Physical Education Teacher will be responsible for developing and implementing a comprehensive physical education curriculum, fostering a positive learning environment, and promoting physical fitness and healthy lifestyles for students from kindergarten through 8th grade. Responsibilities include lesson planning, instruction, assessment, and collaboration with other educators and staff.

Education/Experience:

- Valid California Teaching Credential authorizing instruction in Physical Education
- Bachelor's Degree in Physical Education, Kinesiology, or related field or higher from an accredited college or university, preferred.

Credential(s):

- Valid California Multiple-Subject Credential with authorized services in Physical Education or Single Subject Physical Education Credential
- CLAD or BCLAD
- First Aid/CPR Certification

Responsibilities:

- Plan and implement age-appropriate physical education lessons and activities that align with California State Standards and school policies and promote healthy lifestyle habits.
- Teach a variety of physical activities, including fundamental movement skills, individual and team sports, games, and fitness activities.
- Assess student progress in physical skills, motor skills, and fitness, and provide feedback to students and parents.
- Work collaboratively with other teacher's administrators, and specialists to integrate physical education into the overall school program and address student needs.
- Foster a safe, inclusive, and supportive environment that encourages student needs.
- Encourage healthy lifestyle choices and promote the importance of physical activity and wellness.
- Maintain accurate records of student progress, attendance, and participation.
- Ensure the safety and supervision of students during physical education activities, adhering to established school and district policies and procedures.
- Administer, proctor, and submit Physical Fitness exams in accordance with State testing practices and regulations.
- Maintain discipline and order among students. Provides for safe supervision of large groups of students in a variety of settings (walking on campus, before school, after school, field trips, playground, etc.) and collaborates with site administration and classroom teachers to address concerns.
- Complete and maintain student records. Record and maintain student attendance and Physical Education records. Perform grading of assignments and tests, and record results. Complete progress



K-8 Physical Education Teacher

reports and report cards within designated timelines. Complete other paperwork activities as needed and/or directed by administration.

- Attend scheduled staff, grade level, and team meetings. Participate in curriculum development programs within the school of assignment. Increase professional competence through participation in continued higher education, district, and self-selected staff development activities.
- On a rotating basis with other staff, the Teacher performs an equitable number of adjunct supervisory duties (includes playground duty, before and after school duty, lead in school/district projects, or detention period).
- May plan and coordinate the work of aides, teacher assistants, or other professionals.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems; cooperate with other members of the staff in planning co-curricular activities.
- Maintain cooperative, professional attitudes with peers, supervisors, and parents.
- Maintain student discipline in accordance with the rules and disciplinary systems of the school.
- Nurture and guide students to be thoughtful community members.
- Create an environment that welcomes all students.
- Manage inventories and purchases of all equipment on campus, inclusive of recess equipment.
- Works with multilingual learners and students served through an IEP and 504.
- Perform other duties as assigned.

Qualifications:

Knowledge of:

- Federal and State laws and regulations surrounding the provision of education services and district policies and procedures.
- Thorough knowledge of the California Physical Education Model Content Standards and the Physical Education framework.
- Age-appropriate teaching methods, state curriculum framework, and education code.
- Accommodations and modifications for students.
- Understanding of learning theory, current curriculum, a wide variety of effective teaching strategies, child growth and development and the social/emotional needs thereof, motivation, retention, and transfer theory, effective lesson planning, discipline, working with parents in effective manner, sheltered instructional strategies for students transitioning from another language to English, learning disabilities and mainstreaming of students with disabilities into the regular classroom, district policies and administrative regulations regarding teaching responsibilities and other areas that affect the organization and delivery of services to students.
- Knowledge of the school site plan and the school site emergency preparedness plan.
- Professional responsibilities regarding any requirements for maintaining valid teaching credentials.
- Basic computer and instructional technology skills.
- Successful classroom teaching experience
- CPR and basic First Aid



K-8 Physical Education Teacher

Abilities to:

- Plan, organize, and deliver instruction.
- Effectively interact with staff members and students; demonstrate a strong foundation in all aspects of physical education.
- Demonstrate an understanding of state frameworks for physical education and the district course of study.
- Perform other teaching-related duties, including but not limited to parent conferences, open house, "back to school" night, and staff meetings.
- Perform adjunct duties equitably in comparison to other staff members, including but not limited to before and after school supervision, attendance at PTA meetings, etc.
- Provide for student safety under routine and emergency conditions.
- Engage in professional development provided by the district as well as through individual efforts.
- Utilize resources effectively.
- Follow directions accurately.
- Follow applicable state and federal timelines; understand and carry out oral and written directions with minimal accountability controls.
- Use good judgment in making decisions.
- Work with a variety of students with diverse backgrounds and needs.

Physical Demands:

- Ability to stand, walk, run, jump, bend, and lift regularly throughout the school day, both indoors and outdoors.
- Bend at the waist, kneel, or crouch to assist children. Stand for extended periods of time.
- Work both inside and outdoors for lengthy periods of time throughout the day.
- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Ability to raise hands above shoulders
- Have a means of transportation to conduct work
- Seeing to conduct inspections of data
- Lifting of boxes and equipment, and bending or reaching for files and equipment.
- Weight of materials will vary, but generally less than fifty (50) pounds.
- May be required to correctly transfer or restrain a child physically if needed (training to be provided).
- Will work with students who have significant academic and social/emotional needs.
- The job is performed under temperature variations, a general hazard-free environment, and in a clean atmosphere.

Benefits:

Benefits consistent with the Collective Bargaining Agreement with the Rancho Santa Fe Faculty Association.

Board Approved:



Music Teacher

Employment Status: Certificated, 184 Work Days

Responsible To: Principal

Description of Position:

The Music Teacher will be responsible for providing comprehensive music instruction to K-8 students, serving as a music education resource to certificated staff, and providing generalized leadership and support to educational programs and activities.

Education/Experience:

- Valid California Teaching Credential authorizing instruction in Music
- Bachelor's Degree or higher from an accredited college or university

Credential(s):

- Valid California Multiple-Subject Credential with authorized services in Music or Single Subject Music Credential
- CLAD or BCLAD

Responsibilities:

- Provide general music instruction to classroom groups of students on a regularly scheduled basis.
- Provide instruction in reading music, music appreciation, elements of music, music in history, society, and culture, and elementary and intermediate choral and instrumental techniques and skills.
- Organize students for musical presentations, performances, events, assemblies and field trips. Demonstrate professional communication during presentations and performances; play some musical instruments to accompany performances, and serve as a model for students.
- Perform other teaching-related duties, including but not limited to parent conferences, open house, "back to school" night, family engagement events, committee work and staff meetings.
- Manage the acquisition, organization, inventory, and maintenance of musical equipment and instructional materials.
- Select and requisition uniforms, equipment, instructional tools, and supplies.
- Develop and maintain accurate records and reports necessary for the successful execution of the job.
- Plan and improve personal music instructional techniques.
- Maintain a safe classroom environment by the reasonable elimination of hazards and control over the use of mechanical and electrical equipment. Ensure that obstacles are removed from classroom walkways for safe movement throughout the classroom.
- Maintain discipline and order of students. Provide for safe supervision of large groups of students in a variety of settings (before school, after school, field trips, assemblies, performances, etc.) and coordinate concerns with site administration.
- Complete and maintain student records. Record and maintain accurate student attendance records. Perform grading of assignments and tests, and record results. Complete progress reports and report cards within designated timelines. Complete other paperwork activities as needed and/or directed by administration.
- Provide opportunities for outside competitions.



Music Teacher

- Support before and after-school music programs.
- Maintain student discipline in accordance with the rules and discipline systems for the school.
- Nurture and guide students to be thoughtful community members.
- Create an environment that welcomes all students.
- Directs band programs and supervises sectional instructors.
- Works collaboratively with visual and performing arts team members to plan joint instructional activities and utilize resources.
- Attend scheduled meetings and conferences. Confer with parents at scheduled conferences, if needed.
- Attend scheduled staff, grade level, and department meetings. Participate in curriculum development programs within the school of assignment and/or on a District level. Increase professional competence through participation in continued higher education, district, and self-selected staff development activities.
- On a rotating basis with other staff, the Teacher performs an equitable number of adjunct supervisory duties (includes playground duty, before and after school duty, lead in school/district projects, or detention period).
- Communicate with parents and school staff on the individual student's progress.
- May plan and coordinate the work of aides, teacher assistants, or other professionals.
- Identify student needs, and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning needs; cooperate with other members of the staff in planning co-curricular activities.
- Maintain cooperative, professional attitudes with peers, supervisors, and parents.
- Works with multilingual learners and students served through an IEP and 504.
- Perform other duties as assigned.

Qualifications:

Knowledge of:

- Federal and State laws and regulations surrounding the provision of education services and district policies and procedures.
- Current technology and sound equipment, usage and functions of assistive technology and communication devices, computers, and a variety of hardware and software.
- Accommodations and modifications for students supported through an IEP or 504.
- Learning theory, current curriculum, a wide variety of effective teaching strategies, child growth and development and the social/emotional needs thereof, motivation, effective lesson planning, discipline, working with parents in an effective manner, instructional strategies for multilingual learners, and inclusion of students with disabilities, district policies and administrative regulations regarding teaching responsibilities and other areas that affect the organization and delivery of services to students.
- School site plan, and school site emergency preparedness plan.
- Professional responsibilities regarding any requirements for maintaining valid teaching credentials.
- Basic computer and instructional technology skills.



Music Teacher

Abilities to:

- Plan, organize, and deliver instruction.
- Operate audio equipment.
- Effectively interact with staff members and students; demonstrate a strong foundation in all aspects of music education.
- Manage classroom effectively.
- Provide for student safety under routine and emergency conditions.
- Utilize resources effectively.
- Follow directions accurately.
- Follow applicable state and federal timelines; understand and carry out oral and written directions with minimal accountability controls.
- Use good judgment in making decisions,
- Work with a variety of students with diverse backgrounds and needs.

Physical Demands:

- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard and musical instruments
- Ability to raise hands above shoulders to direct music instruction and performances
- Have a means of transportation to conduct work
- Seeing to conduct inspections of data
- Occasional lifting of boxes and equipment and bending or reaching for files and equipment.
- Weight of materials will vary, but generally less than fifty (50) pounds.
- May be required to correctly transfer or restrain a child physically if needed (training to be provided).
- Will work with students who have significant academic and social/emotional needs.

Benefits:

Benefits consistent with the Collective Bargaining Agreement with the Rancho Santa Fe Faculty Association.

Board Approved:



K-5 Elementary Classroom Teacher

Employment Status: Certificated, 184 Work Days

Responsible To: Principal

Description of Position:

The K-5 Elementary Classroom Teacher will provide a dynamic, nurturing, and standards-aligned learning environment that promotes the intellectual, social, emotional, and physical growth of all students. This position is responsible for delivering comprehensive instruction across multiple subject areas, fostering a positive classroom culture, and collaborating with families and colleagues to ensure student success, and perform other related duties as assigned.

Education/Experience:

- Valid California Teaching Credential that authorizes services in elementary self-contained classrooms
- Bachelor's Degree or higher from an accredited college or university

Credential(s):

- Valid California Multiple-Subject Credential with authorized services in elementary self-contained classrooms
- CLAD or BCLAD

Responsibilities:

- Plan instruction in all required areas of the curriculum, following the state content and teaching standards, and incorporating instructional differentiation in reflection of student needs.
- Prepare the instructional program, including teaching strategies to be utilized, assessments to monitor progress, and evaluation of program pieces.
- Perform other teaching-related duties, including but not limited to parent conferences, open house, "back to school" night, family engagement events, committee work and staff meetings.
- Design and implement standards-based curriculum with students in a variety of whole-class and small-group settings while utilizing a variety of modalities and instructional strategies.
- Provide stimulating learning experiences to ensure academic success and to motivate students.
- Utilize technology through integrated instruction.
- Provide additional reinforcement, repetition, reteaching, and presentation to accommodate the differentiated needs of students.
- Design and implement effective classroom management strategies and incentives to ensure appropriate behavior of students while creating a classroom environment focused on student engagement.
- Administer disciplinary measures while using PBIS strategies, coordinate concerns with site administration and support staff, and communicate with parents as needed.
- Maintain student discipline in accordance with the rules and disciplinary systems of the school.
- Identify and refer to the Student Success Team (SST) students who are experiencing difficulties with academics, social-emotional, or attendance issues. Implement recommendations from SST.
- Maintains a safe classroom environment by the reasonable elimination of hazards and control over the use of mechanical and electrical equipment. Ensure that obstacles are removed from classroom walkways for safe movement throughout the classroom.



K-5 Elementary Classroom Teacher

- Maintain a safe and orderly environment for students. Provide for safe supervision of large groups of students in a variety of settings (walking on campus, before school, after school, field trips, playground, etc.) and coordinate concerns with site administration and support staff.
- Complete and maintain student records. Record and maintain accurate student attendance records. Perform assessment of assignments and tests, and record results. Complete progress reports and report cards within designated timelines. Complete other paperwork activities as needed and/or directed by administration.
- Collaborate with grade-level team members on a weekly basis to perform joint planning and alignment for instructional program, lesson activities, and the sharing of district and school site resources.
- Attend scheduled meetings and conferences. Confer with parents at scheduled conferences. Attend and actively participate in scheduled staff, grade-level, Student Success Team (SST), 504 meetings, and IEPs.
- Participate in professional development programs within the school of assignment and/or on a District level. Increase professional competence through participation in continued higher education, district, and self-selected staff development activities.
- On a rotating basis with other staff, the Teacher performs an equitable number of adjunct supervisory duties (includes playground duty, before and after school duty, lead in school/district projects, or detention period).
- Maintain contact with the general school community as shown through attendance and participation in school-community support groups.
- Assign a grade(s) to each student at the end of each grading period in accordance with the adopted district/school grading policy.
- Accurately report absences, record attendance, pre and post-test scores, and grades in accordance with district/school policy.
- Provide leadership to students in emergency preparedness drills, including lockdown drills, and during actual emergencies, following the site emergency preparedness plan. Supervise and lead students during monthly site disaster drills and annual "district wide" disaster drills. For fire and other types of drills, evacuates students from the classroom in a safe and orderly manner to the designated areas on the school grounds. For earthquake drills, provide verbal direction and model the position of "drop, hold, and cover" under a desk or other furniture inside the classroom or other area on campus. For lockdown drills, provide instruction, verbal directions, and models a variety of response actions.
- Nurture and guide students to be thoughtful community members.
- Create an environment that welcomes all students.
- Works with multilingual learners and students served through an IEP and 504.
- Regularly communicate with parents and school staff on students individual progress
- May plan and coordinate the work of aides, teacher assistants, or other professionals.
- Identify student needs, and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning needs; cooperate with other members of the staff in planning co-curricular activities.
- Maintain cooperative, professional attitudes with peers, supervisors, and parents.
- Perform other duties as assigned.



K-5 Elementary Classroom Teacher

Qualifications:

Knowledge of:

- Learning theory, current curriculum, a wide variety of effective teaching strategies, child growth and development and the social/emotional needs thereof, motivation, effective lesson planning, discipline, working with parents in an effective manner, instructional strategies for multilingual learners, and inclusion of students with disabilities, district policies and administrative regulations regarding teaching responsibilities and other areas that affect the organization and delivery of services to students.
- Federal and State laws and regulations surrounding the provision of education services and district policies and procedures.
- School site plan, and school site emergency preparedness plan.
- Professional responsibilities regarding any requirements for maintaining valid teaching credentials.
- Basic computer and instructional technology skills

Abilities to:

- Address the needs of all students, monitor progress, adjust instructional strategies according to students' needs, and accurately report student progress. Work with students with diverse backgrounds and needs.
- Plan, organize, and deliver instruction.
- Work as a team member with other staff members, and in a cooperative relationship with supervisor(s).
- Integrate subject areas in instruction to produce a meaningful standards-based program.
- Provide for student safety under routine and emergency conditions.
- Utilize resources effectively.
- Follow directions accurately.
- Use good judgement in making decisions.
- Demonstrate student progress and achievement through ongoing assessment and monitoring.

Physical Demands:

- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Have a means of transportation to conduct work
- Seeing to conduct inspections of data
- Occasional lifting of boxes and equipment and bending or reaching for files and equipment.
- Weight of materials will vary, but generally less than fifty (50) pounds.
- May be required to correctly transfer or restrain a child physically if needed (training will be provided).
- Will work with students who have significant academic and social/emotional needs.
- The job is performed under minimal temperature variations, a generally hazard-free environment, and in a clean atmosphere.

Benefits:

Benefits consistent with the Collective Bargaining Agreement with the Rancho Santa Fe Faculty Association



Rancho Santa Fe School District

K-5 Elementary Classroom Teacher

Board Approved:



Visual Arts Teacher

Employment Status: Certificated, 184 Work Days

Responsible To: Principal

Description of Position:

The Visual Art Teacher will provide standard-based Visual Arts instruction to K-8 students. Visual Arts include: painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts, and architecture. Creates a classroom environment favorable to learning and professional growth. The Visual Arts Teacher will organize a schedule for, and work with classroom teachers in developing a classroom Visual Arts program; will organize and teach classes in Visual Arts; will develop Visual Arts showcase and/or Visual Arts ensembles and presentations such as gallery walks. Establish effective rapport with pupils to motivate them to develop skills, attitudes, and knowledge needed to provide a good foundation in the Visual Arts.

Education/Experience:

- Valid California Teaching Credential authorizing instruction in the Arts
- Bachelor's Degree or higher from an accredited college or university

Credential(s):

- Valid California Multiple-Subject Credential with authorized services in Art or Single Subject Art Credential
- CLAD or BCLAD

Responsibilities:

- Provide general Visual Arts instruction to classroom groups of students on a regular scheduled basis.
- Provide instruction in the Visual Arts, Visual Arts appreciation, elements of Visual Arts, Visual Arts in history, society, and culture, and the techniques and skills in Visual Arts.
- Provide instruction in the following: painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts, and architecture.
- Assist with the acquisition, organization, and inventory of equipment, instructional materials, and supplies related to the Visual Arts.
- Develop and maintain an accurate inventory of equipment and supplies related to the Visual Arts.
- Teach Visual Arts aligned to the VAPA Content Standards for California in Visual Arts.
- Develop and support relationships with community partners that foster Visual Arts education for all students.
- Collaborate with staff and administration in planning and organizing performances, events, showcases, and display venues.
- Develop lesson plans and instructional materials and provide scaffolded lessons in order to adapt the curriculum to the needs of each student.
- Develop and maintain accurate records and reports necessary for the successful execution of the job.
- Maintain a safe classroom environment.



Visual Arts Teacher

- Maintain discipline and order among students. Provide for safe supervision of large groups of students in a variety of settings (before school, after school, field trips, assemblies, art showcases, etc.) and collaborates with site administration and classroom teachers to address concerns.
- Translate lesson plans into learning experiences to best utilize the available time for instruction.
- Complete and maintain student records. Record and maintain student attendance and Visual Arts records. Perform grading of assignments and tests, and record results. Complete progress reports and report cards within designated timelines. Complete other paperwork activities as needed and/or directed by administration.
- Work collaboratively with visual and performing arts team members to plan joint instructional activities and utilize resources.
- Attend scheduled staff, grade level and department meetings. Participate in curriculum development programs within the school of assignment. Increases professional competence through participation in continued higher education, district, and self-selected staff development activities.
- Communicate with school staff on the individual student's progress.
- Establish and maintain standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- On a rotating basis with other staff, the Teacher performs an equitable number of adjunct supervisory duties (includes playground duty, before and after school duty, lead in school/district projects, or detention period).
- May plan and coordinate the work of aides, teacher assistants, or other professionals.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning needs; cooperate with other members of the staff in planning co-curricular activities.
- Maintain student discipline in accordance with the rules and disciplinary systems of the school.
- Nature and guide students to be thoughtful community members.
- Create an environment that welcomes all students.
- Maintain cooperative, professional attitudes with peers, supervisors, and parents.
- Perform other teaching-related duties, including but not limited to parent conferences, open house, "back to school" night, family engagement events, committee work and staff meetings.
- Works with multilingual learners and students served through an IEP and 504.
- Perform other duties as assigned.

Qualifications:

Knowledge of:

- Federal and State laws and regulations surrounding the provision of education services and district policies and procedures.
- Age-appropriate teaching methods, state curriculum framework, and education code.
- Accommodations and modifications for students supported through an IEP or 504.
- Learning theory, current curriculum, a wide variety of effective teaching strategies, child growth and development and the social/emotional needs thereof, motivation, effective lesson planning, discipline, working with parents in an effective manner, instructional strategies for multilingual learners, and inclusion of students with disabilities, district policies and administrative regulations



Visual Arts Teacher

regarding teaching responsibilities and other areas that affect the organization and delivery of services to students.

- School site plan, and school site emergency preparedness plan.
- Professional responsibilities regarding any requirements for maintaining valid teaching credentials.
- Basic computer and instructional technology skills.

Abilities to:

- Plan, organize, and deliver instruction.
- Effectively interact with staff members and students; demonstrate a strong foundation in all aspects of art education.
- Manage classroom effectively.
- Provide for student safety under routine and emergency conditions.
- Utilize resources effectively.
- Follow directions accurately.
- Follow applicable state and federal timelines; understand and carry out oral and written directions with minimal accountability controls.
- Use good judgment in making decisions,
- Work with a variety of students with diverse backgrounds and needs.

Physical Demands:

- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Ability to raise hands above shoulders
- Have a means of transportation to conduct work
- Seeing to conduct inspections of data
- Occasional lifting of boxes and equipment, and bending or reaching for files and equipment.
- Weight of materials will vary, but generally less than fifty (50) pounds.
- May be required to correctly transfer or restrain a child physically if needed (training to be provided).
- Will work with students who have significant academic and social/emotional needs.

Benefits:

Benefits consistent with the Collective Bargaining Agreement with the Rancho Santa Fe Faculty Association.

Board Approved:

CURRIER & HUDSON

AGREEMENT FOR LEGAL SERVICES

This AGREEMENT is entered into by and between RANCHO SANTA FE SCHOOL DISTRICT (hereinafter "DISTRICT") and the law firm of CURRIER & HUDSON, a Professional Corporation (hereinafter "ATTORNEYS"), a law corporation registered with the State Bar of California and the California Secretary of State.

ATTORNEYS agree to provide legal services to and legal representation for the DISTRICT in regard to various matters and litigation in the area of employer/employee relations, labor relations, personnel administration, pupil rights and responsibilities, general operations, and educational and related issues, when requested by the DISTRICT and agreed to by ATTORNEYS. Nothing herein is to be construed as an exclusive agreement preventing or otherwise discouraging DISTRICT from employing other attorneys when desired and for whatever purposes. The statutory authority for this AGREEMENT is contained in Government Code section 53060 and various provisions contained in the Education Code.

The DISTRICT agrees to compensate ATTORNEYS for legal services at the following hourly rates: \$275 for Partners/Senior Counsel and \$250 for Associates.

ATTORNEYS will bill legal work performed in increments of 1/10th of an hour unless some alternative arrangement, such as a single fee, is agreed to between the parties in writing. The DISTRICT agrees to compensate ATTORNEYS for ordinary reasonable costs and expenses to include, but not limited to, travel time, mileage at the current Internal Revenue Code reimbursable rate, postage in excess of that for routine correspondence, and fees for court filing and service of process. Such expenses shall be charged at the rates actually charged to ATTORNEYS.

AGREEMENT FOR LEGAL SERVICES
CURRIER & HUDSON, APC

In the event there is a continuing dispute regarding fees or costs billed by the ATTORNEYS, either party may resolve such dispute by submitting it to binding arbitration conducted by the American Arbitration Association.

ATTORNEYS agree that they are independent contractors and not employees of the DISTRICT, and that ATTORNEYS are licensed by and in good standing with the State Bar of California. ATTORNEYS maintain Lawyers Professional Liability insurance coverage in the amount of \$2,000,000/\$4,000,000 aggregate and other coverages required by law, including Workers Compensation in the amounts required by law.

The term of this AGREEMENT shall commence on July 1, 2025, and continue through June 30, 2026, and from month to month thereafter until terminated by either party. Either party may terminate this AGREEMENT at any time upon ten (10) days prior written notice from the party seeking termination to the other party, without cause and at any time during the term herein or any extension of such term.

Rancho Santa Fe School District

By: _____

Name: _____

Title: _____

Date: _____

Currier & Hudson, APC

By: Andrea Naested

Name: Andrea Naested

Title: President/Managing Partner

Date: June 11, 2025

Consent Calendar Item G Approve the attached list of One Time Purchase Orders on Appendix A:

Approve Purchase Order for San Diego Union Tribune not to exceed \$776.46
Approve Purchase Order For State of California not to exceed \$81.00
Approve Purchase Order For Palomar Communications not to exceed \$180.00
Approve Purchase Order For Alert Media not to exceed \$4,710.24
Approve Purchase Order for Amazon not to exceed \$558.56
Approve Purchase Order for LaPrea Education not to exceed \$ 199.00.
Approve Purchase Order for Datel not to exceed \$201.00
Approve Purchase Order for Project Lead the Way not to exceed \$950.00
Approve Purchase Order for Datel not to exceed \$100.00
Approve Purchase Order for Heineman not to exceed \$34.35
Approve Purchase Order for renewal of Tuva Labs not to exceed \$400.00
Approve Purchase Order for Amazon not to exceed \$2362.00
Approve Purchase Order for Printer Repair not to exceed \$196.08
Approve Purchase Order for Woolpert not to exceed \$300.00

iMac 21.5" - Late 2016 iMac 21.5" - Late 2013

40
D2SS5070GF1L C02NNKCAF8J2
D2SS505EGF1L C02NNTQRF8J2
D2SS506MGF1L C02NNKJRF8J2
D2SS5030GF1L C02NNKJRF8J2
D2SS5080GF1L
D2SS505AGF1L
D2SS506WGF1L
D2SS5069GF1L
D2SS504YGF1L
D2SS5089GF1L
D2SS508HGF1L
D2SS506NGF1L
D2SS505NGF1L
D2SS506UGF1L
D2SS505TGF1L
D2SS506CGF1L
D2SS505JGF1L
D2SS506TGF1L
D2SS505HGF1L
D2SS506CGF1L
D2SS506LGF1L
D2SS5050GF1L
D2SS504WGF1L
D2SS5065GF1L
D2SS505PGF1L
D2SS504XGF1L
D2SS505MGF1L
D2SS5071GF1L
D2SS505ZGF1L
D2SS505EGF1L
D2SS505RGF1L
D2SS505QGF1L
D2SS5051GF1L
D2SS506RGF1L
D2SS5057GF1L
D2SS5063GF1L
D2SS504VGF1L
D2SS504TGF1L
D2SS5068GF1L
D2SS5033GF1L

Total:
44



iMac 21.5" - Late 2015

Serial: D2SS505EGF1L
Model #: A1418
Sales Number: MK142LL/A

[Q: Shop for Service Parts](#)
[Q: Shop for Memory Upgrades](#)
[Q: Shop for Hard Drives](#)

Details Parts

Model Family: iMac
Display: 21.5"
Processors: 1.6GHz Core i5 (5250L)
Base Memory: 8GB
Wireless: 802.11ac
Color(s): Aluminum
Original OS: OS X 10.11
Resolution: 1920x1080
Finish: Glossy
Graphics: Intel HD Graphics 6000

Model Number: A1418
Sales Number: MK142LL/A
Machine Number: iMac16,1
Dimensions: 17.7 x 20.8 x 6.9 in
Weight: 12.5 lbs
Production: Oct 13, 2015 - Present

Based on your serial number, your device is a Late 2015 model and was assembled on

Production Year: 2015
Production Week: 31 (August)
Production Number: 05E



iMac 21.5" - Late 2013

Serial: C02NNKCAF8J2
Model #: A1418
Sales Number: ME086LL/A

[Q: Shop for Service Parts](#)
[Q: Shop for Memory Upgrades](#)
[Q: Shop for Hard Drives](#)

Details Parts

Model Family: iMac
Display: 21.5"
Processors: 2.7GHz Core i5 (4570R)
Base Memory: 8GB
Wireless: 802.11a/b/g/n
Color(s): Aluminum
Original OS: Mac OS X 10.8.4
Resolution: 1920x1080
Finish: Glossy
Graphics: Intel Pro 5200

Model Number: A1418
Sales Number: ME086LL/A
Machine Number: iMac14,1
Dimensions: 17.7 x 20.8 x 5.9 in
Weight: 12.5 lbs
Production: Sep 24, 2013 - Present

Based on your serial number, your device is a Late 2013 model and was assembled on

Production Year: 2014
Production Week: 46 (November)
Production Number: KCA



Invoice

Date 06/10/2025
Invoice# INV449902
Terms Net 30
Due Date 07/01/2025
Customer ID 10020601

Bill To

Allison Oppeltz
Rancho Santa Fe Elementary School District
PO Box 809
Rancho Santa Fe CA 92067
United States

Ship To

Hannah Clements
Rancho Santa Fe Elementary School District
5927 La Granada
Rancho Santa Fe CA 92067
United States

VAT: #39098514

PO#	Quote#	Sales Rep		
	Q-63421	Aanchal Bajpai		
Product Description	Qty	Unit	Tax	Extended Price
SW-LMS-S-LPS: Lesson Planner for Schoology Invoice Period: 07/01/2025 - 06/30/2026	1	Each	\$0.00	\$0.00
SW-LMS-S-SLMSS: Schoology LMS Subscription Invoice Period: 07/01/2025 - 06/30/2026	600	Students	\$0.00	\$5,514.78
SW-SIS-S-LPPS: Lesson Planner for PS SIS Invoice Period: 07/01/2025 - 06/30/2026	1	Each	\$0.00	\$0.00
SW-SIS-S-SSBHS: PowerSchool SIS Hosted Subscription Invoice Period: 07/01/2025 - 06/30/2026	600	Students	\$0.00	\$7,286.70
HS-PS-S-PSSL: PowerSchool SIS Hosting SSL Certificate Invoice Period: 07/01/2025 - 06/30/2026	1	Each	\$0.00	\$524.73
HS-PS-S-ES101: PS SIS 100 GB Extra Storage For PS Doc Attach Annual Sub Invoice Period: 07/01/2025 - 06/30/2026	1	Each	\$0.00	\$346.68
SW-REG-S-PSEEX: PowerSchool Enrollment Express SaaS Invoice Period: 07/01/2025 - 06/30/2026	600	Students	\$0.00	\$0.00

Thank you for your business

Remit by Check (US Mail Only):
POWERSCHOOL GROUP LLC
PO BOX 888408
LOS ANGELES, CA 90088-8408

Remit by Check (Courier):
LOCKBOX SERVICES POWERSCHOOL GROUP LLC - Box
888408 3440 FLAIR DRIVE, 4th FLOOR EL MONTE, CA
91731

Remit by Wire or ACH:
Wells Fargo Bank, NA
Account Name: PowerSchool Group LLC
ABA Routing No: 121000248
Account No: 4633847017 SWIFT: WFBUS65
(Include invoice number in transmission)

Customer Service:
ar@powerschool.com
888-265-7641 (Toll-Free)
916-357-9934 (Fax)

Licensee shall be subject to a monthly charge of 1.5% on all amounts not paid when due (18% annually) , or, if a lower maximum rate is established by law, then such lower maximum rate.

Invoice

Date	06/10/2025
Invoice#	INV449902
Terms	Net 30
Due Date	07/01/2025
Customer ID	10020601

Product Description	Qty	Unit	Tax	Extended Price
SW-SIS-S-PSEF: PowerSchool Ecollect Forms SaaS Invoice Period: 07/01/2025 - 06/30/2026	600	Students	\$0.00	\$1,977.36

Pay Now

By paying this invoice or continuing to access the services, you agree to renew the services on the same terms and conditions (plus any then-current annual uplift) that govern your access to the services during the immediately preceding subscription period.

Subtotal	Tax Total	Total (USD)
\$15,650.25	\$0.00	\$15,650.25
		Amt. Due (USD)
		\$15,650.25

Thank you for your business

Remit by Check (US Mail Only): POWERSCHOOL GROUP LLC PO BOX 888408 LOS ANGELES, CA 90088-8408	Remit by Check (Courier): LOCKBOX SERVICES POWERSCHOOL GROUP LLC - Box 888408 3440 FLAIR DRIVE, 4th FLOOR EL MONTE, CA 91731	Remit by Wire or ACH: Wells Fargo Bank, NA Account Name: PowerSchool Group LLC ABA Routing No: 121000248 Account No: 4633847017 SWIFT: WFBUS6S (Include invoice number in transmission)	Customer Service: ar@powerschool.com 888-265-7641 (Toll-Free) 916-357-9934 (Fax)
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Licensee shall be subject to a monthly charge of 1.5% on all amounts not paid when due (18% annually) , or, if a lower maximum rate is established by law, then such lower maximum rate.