"Our Community is Committed to Success for Every Child, Every Day"

HAPPY VALLEY Est. 1956
UNION SCHOOL DISTRICT

Happy Valley Elementary School District
Board of Trustees

Regular Board Meeting Agenda

October 4, 2023
Happy Valley Elementary Conference Room – Closed Session – 5:00 p.m.
Happy Valley Elementary School Cafeteria – Open Session - 6:00 p.m.
17480 Palm Avenue, Anderson, CA 96007

OPEN SESSION – 5:00 PM Elementary Conference Room

1.0 Call to Order

2.0 Roll Call

3.0 Public Comment on Closed Session

The public is invited to address the Board regarding items that are listed under the closed session agenda. Speakers are limited to three minutes each. The Board is not allowed under law to act on matters that are not on the Agenda.

CLOSED SESSION - 5:05 PM Elementary Conference Room

4.0 Closed Session

4.1 Public Employee Performance Evaluation (§54957) Title: Superintendent/Principal
4.2 Public Employee Discipline/Dismissal Release (§54957)
4.3 Conference Regarding Labor Negotiations (GC §54957.6) Certificated & Classified
4.4 Education Code Sections 35146, 48900 et seq., 48912(b) and 49060 et seq., and 20 U.S.C. Section 1232g: Student Discipline or Other Confidential Student Matters

5.0 Adjourn Closed Session and Convene Open Session

OPEN SESSION – 6:00 PM Elementary Cafeteria

6.0 Call to Order

7.0 Pledge of Allegiance

8.0 Report from Closed Session

9.0 Approval of Agenda

10.0 Presentation – KYA - Regarding shade structure.

11.0 Information/Discussion Items

11.1 Community/Staff/District (suggested 2 minutes maximum per presenter)

a) Community
b) Certificated Staff
c) Classified Staff
d) Board Members
e) Primary Site Update
f) Elementary Site Update

12.0 Communication to the Board – SCOE – Conditional approval of the 2023/24 Adopted Budget **(Pg.4)**

13.0 Public Comment – Public Session Items **not on the agenda**, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. Items not on the agenda are restricted in response and action by the Board and its members. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). In order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

13.1 Public Comment Session Opened
13.2 Items on the Agenda
13.3 Items not on the Agenda
13.4 Public Comment Session Closed

14.0 Consent Agenda - Consent Agenda items are expected to be routine and non-controversial. They will be acted upon by the Board at one time **without discussion**. **Board Members may request that an item be removed from the Consent Agenda for later discussion**.

14.1 Approval of Minutes for Regular Board Meeting September 6, 2023 **(Pg.6)**
14.2 Approval of Warrants Aug. 26 – Sept. 29, 2023 **(Pg.11)**
14.3 Approve Williams Quarterly Report – July – Sept. 2023 **(Pg.18)**

15.0 Personnel:

15.1 Approve Personnel Action Report **(Pg.19)**

16.0 Discussion/Action Items

16.1 Discussion/Action: Approve & Certify 2022/2023 Unaudited Actuals Financial Report **(Pg.20)**
16.2 Discussion/Action: Approve Updated 2023/2024 Local Control & Accountability Plan (LCAP)
16.3 Discussion/Action: Approve Semingson Architecture & Engineering for UTK Facilities Project **(Pg.142)**
16.4 Discussion/Action: Approve Resolution #24-05 – Gann Limit **(Pg.176)**
16.5 Discussion: 2023/24 Title III Immigrant Student Program Subgrant Budget (Con App) **(Pg.181)**

17.0 Superintendent Update

18.0 Business Manager Update

19.0 Enrollment Update as of September 29, 2023: 496 - Grades TK – 8 (includes CDS and Independent Study/Homeschool) **(Pg.182)**

20.0 Next Meetings

November 1, 2023
December 13, 2023
January 10, 2024 (Pending based on Organizational Meeting in December)

Board Meeting Times:
5:00 p.m. – 5:05 p.m. – Open Session – Community Comments on Closed Session – Elem. Conf. Room
5:05 p.m. – 6:00 p.m. – Closed Session – Elementary School Conference Room
6:00 p.m. – Open Session – Regular Board Meeting – Elementary Cafeteria

21.0 Adjourn Open Session

SHASTA
COUNTY OFFICE OF
EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

Superintendent
Judy Flores

Board of Education
Kathy Barry
Robert Brown
Authur Gorman
Laura Manuel
Denny Mills
Cindy Vogt
Nick Webb

September 15, 2023

GOVERNING BOARD
HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

Dear Board Members:

In accordance with Education Code Sections 42127 and 52070, the Shasta County Office of Education has reviewed the adopted budget and Local Control Accountability Plan (LCAP) of the Happy Valley Union Elementary School District (the District) for fiscal year 2023-24.

Education Code requires the County Office to approve the LCAP or annual update for each school district after determining all of the following:

- The LCAP adheres to the template adopted by the State Board of Education.
- The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.
- The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students, pursuant to Sections 42238.02 and 42238.03.

Education Code requires the County Office to approve, conditionally approve, or disapprove the adopted budget for each school district after doing the following:

- Examine the adopted budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria.
- Determine whether the adopted budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.
- Determine whether the adopted budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

The District has been provided feedback and corrections needed before the LCAP can be approved. Therefore, the District's 2023-24 Adopted Budget has been conditionally approved subject to the completion and approval of a revised LCAP. We will continue working closely with District administration to make the necessary changes to the LCAP.

We remind you that any negotiated compensation changes must meet the public disclosure requirement of *Government Code* Section 3547.5 and the California Code of Regulations Title V, Section 15449, and a budget revision must be completed within 45 days of board approval.

As always, we would like to thank your staff for their cooperation and effort during the budget process. If you have any questions or concerns, or if we can be of further assistance, please call me at 225-0235.

Sincerely,

Jessica Bigby, CPA
Executive Director of District Fiscal Services

cc: Shelly Craig, Superintendent
Roxanne Voorhees, CBO

HAPPY VALLEY UNION SCHOOL DISTRICT Est. 1954

Happy Valley Elementary School District
Board of Trustees

Regular Board Meeting Minutes

September 6, 2023
Happy Valley Elementary Conference Room – Closed Session – 5:00 p.m.
Happy Valley Elementary School Cafeteria – Open Session - 6:00 p.m.
17480 Palm Avenue, Anderson, CA 96007

OPEN SESSION – 5:00 PM Elementary Conference Room

1.0 Call to Order @ 5:00 p.m.

2.0 Roll Call – Nate Echols, Jodi Shearman, Carla Perry, Cheryl Best, Billy Soksoda – Present

3.0 Public Comment on Closed Session

The public is invited to address the Board regarding items that are listed under the closed session agenda. Speakers are limited to three minutes each. The Board is not allowed under law to act on matters that are not on the Agenda.

3.1 Public Comment Session Opened @ 5:01 p.m.
3.2 Person wishing to address the Board – Items in Closed Session –
Steve Westaby addressed the Board with concerns about the number of staff who have left/resigned from the District in the last two school years. He stated he has heard that many people were/are dissatisfied with the way things are going in the District. He urged the Board and Shelly Craig to investigate why there is such a large turnover in employees. He stated it is important for the District to retain good people.
Parents Candace Goldsberry and Jennifer Campbell spoke regarding the need for a separate Superintendent and Principal position. Reasons for their argument included conflict of interest when the Superintendent and Principal are covered by the same person and the combination of the jobs are too much for one person.

On a motion by Carla Perry, seconded by Nate Echols, the board voted 5-0 to adjourn Open Session and convene Closed Session at 5:12 p.m.

CLOSED SESSION - 5:05 PM Elementary Conference Room

4.0 Closed Session

4.1 Public Employee Performance Evaluation (§54957) Title: Superintendent/Principal
4.2 Public Employee Discipline/Dismissal Release (§54957)
4.3 Conference Regarding Labor Negotiations (GC §54957.6) Certificated & Classified

5.0 Adjourn Closed Session and Convene Open Session

On a motion by Jodi Shearman, seconded by Carla Perry, the board voted 5-0 to adjourn Closed Session and convene Open Session at 5:59 p.m.

OPEN SESSION – 6:00 PM Elementary Cafeteria

6.0 Call to Order at 6:02 p.m.

7.0 Pledge of Allegiance – Led by Nate Echols

8.0 Report from Closed Session

Nate Echols reported the board approved the Superintendent/Principal's goals for the 2023/24 school year.

9.0 Approval of Agenda –

Shelly Craig reported to the Board the Kya Group was not available to present this evening and asked the Board to approve the agenda with the removal of the Kya Group presentation.

On a motion by Carla Perry, seconded by Cheryl Best, the board voted 5-0 to approve the amended agenda.

10.0 Presentation – Staff recognition for Emergency Operations; Kya - Regarding the Shade Structure

Nate Echols read a letter of appreciation for the administration and staff members at the Elementary school for their response in getting the children gathered for evacuation in a quick and efficient manner when a fire broke out near the school site. Fortunately, by the quick reaction of the fire department and other agencies, the fire was extinguished and the staff and students did not have to evacuate.

11.0 Communications to the Board – Letter from Parent (Tentative) – No letter had been received by the time of the board meeting.

12.0 Public Comment – Public Session Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. Items not on the agenda are restricted in response and action by the Board and its members. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). In order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

12.1 Public Comment Session Opened @ 6:07 p.m.
12.2 Items on the Agenda – None
12.3 Items not on the Agenda – None
12.4 Public Comment Session Closed @ 6:08 p.m.

13.0 Consent Agenda - Consent Agenda items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion. **Board Members may request that an item be removed from the Consent Agenda for later discussion.**

13.1 Approval of Minutes for Regular Board Meeting August 2, 2023
13.2 Approval of Warrants July 29 – Aug. 25, 2023

On a motion by Cheryl Best, seconded by Carla Perry, the board voted 5-0 to approve the Consent Agenda.

14.0 Personnel:

14.1 Approve Personnel Action Report

On a motion by Jodi Shearman, seconded by Cheryl Best, the board voted 5-0 to approve the the Personnel Action Report.

15.0 PUBLIC HEARING:

Public Hearing Regarding Sufficiency of Instructional Materials

Comments from the Community – Any persons wishing to address the board on the Sufficiency of Instructional Materials, may do so at this time. The Board limits the time allotted to each speaker to three (3) minutes.

15.1 Public Comment Session Opened @ 6:09 p.m.
15.2 Persons Wishing to Address the Board - None
15.3 Public Comment Session Closed @ 6:09 p.m.

16.0 Discussion/Action Items

16.1 Discussion/Action: Approve Resolution #24-04 – Approve Resolution Regarding Sufficiency of Instructional Materials for Fiscal Year 2023-24

On a motion by Jodi Shearman, seconded by Cheryl Best, the board voted 5-0 to approve Resolution #24-04.

16.2 Discussion/Action: Approve 2023/2024 Teacher Consent

On a motion by Carla Perry, seconded by Cheryl Best, the board voted 5-0 to approve the 2023/2024 Teacher Consent.

16.3 Discussion: 23-24 45-Day Budget Revision

Roxanne Voorhees gave an overview of the changes to the State Budget.

16.4 Discussion: 22-23 Education Protection Act Expenditures

Roxanne Voorhees reminded the board this is a yearly requirement to account for how we spent the funds. She reported the funds went to teachers' salaries.

16.5 Discussion: Reorganization of Agenda

The board discussed and agreed to move Item 17.1 (a-f) to the beginning of the board meeting and place it after Item 10.0 – Presentation, therefore becoming Item 11.0 (a-f). By moving this item, it will allow the parents/community members to hear what is happening in the District without having to stay for the majority of the board meeting. There was also a suggestion that Item 11.0 (g) should be added for Student Reports.

17.0 Information/Discussion Items

17.1 Community/Staff/District (suggested 2 minutes maximum per presenter)

a) Community – None
b) Certificated Staff – None
c) Classified Staff – None
d) Board Members – Cheryl Frazer reported 4-H will hold their first meeting on 9/11 at the Community Center.

Billy Soksoda mentioned (in regards to the parent letter mentioned above) that a parent spoke to him about her student that attends the middle school. She said that due to struggles at a previous school they transferred her to Happy Valley. She wanted us to know that the teachers were doing a great job of helping her daughter and brining her into the fold.

e) Primary Site Update – Gina Murphy reported the following: Cross Country has 39 students; TK is settling into the school routines and has begun using the curriculum this week! Our students have been practicing finding pictures, words, and letters in a text. We've been practicing our rote counting skills to see how high we can count. We've explored characteristics of objects; soft, hard, heavy, light, their color/shape; Students are learning their daily routines and both K classes are using "Bucket Fillers" as an incentive to follow their class Social Contract. On Friday's students use their math skills to redeem earned pom-poms throughout the week (their bucket "fillers") for prizes. Some use their self-control/patience skills and roll-over their earned pom-poms to the following week to "buy" a larger prize worth more pom-poms. Both classes have completed or are close to completing their Beginning of Year Assessments. Mrs. Russell and Mrs. Stotka are both excited to teach the new UFLI, math, history/SS, and SEL curriculum this year. Lots of fun things in store for our Kinders this year; 3rd grade is lucky enough to have 3 teachers in our grade, Mrs. Salcido and Mrs. Sanders and Mrs. Spencer has 2nd & 3rd graders this year. She is super happy to have 2nd graders that will also be her 3rd graders the following year. We've been working on assessing our kids to get ready for reading groups and what interventions might be needed. We've all worked on creating class rules or social contracts and lots of team-building activities. This Friday, September 8th, we'll be doing a tie dye project with lots of parent support for our Tie Dye Friday shirts! In the next few weeks we will start reading buddies! 3rd grade will be buddying up with 1st and TK this year and 2nd will be with kindergarten.

f) Elementary Site Update – Tim Drury commented on the following: Ice Cream Social;
Opening of School; Back to School Night Success; Sports Have Begun, VB, XC, Soccer; Student Council Elections; Learning all about who we are, where we are headed; Lots of people doing a great job planning for an amazing year

17.2 Superintendent Update – Mrs. Craig commented on the following: Opening of school; Community School Coordinator; Back to School Nights; PSPS Closures; Emergency Operations and emergency communication systems; Engagement Team Leaders; Community Engagement Initiative Team has grown from 4 to 15; Management Team has met and is working on District Operations and Process Slides for each department; Restorative Practices and relationship building; Teachers are getting to know students

17.3 Business Manager Update – Roxanne Voorhees reported the following: Kim Smith, our new Business Services Clerk, has been working for a couple of weeks now and is catching on quickly. She will be attending a three-day payroll training at SCOE later this month; the energy project is continuing with the following completions and starts: lighting (completed), thermostats (starting), HVAC Installation (starting over Thanksgiving Break).

17.4 Enrollment Update as of September 1, 2023 – 501 Students including Community Day School and Independent Study

18.0 Next Meetings

October 4, 2023
November 1, 2023
December 13, 2023

Board Meeting Times:
5:00 p.m. – 5:05 p.m. – Open Session – Community Comments on Closed Session – Elem. Conf. Room
5:05 p.m. – 6:00 p.m. – Closed Session – Elementary School Conference Room
6:00 p.m. – Open Session – Regular Board Meeting – Elementary Cafeteria

19.0 Adjourn Open Session

On a motion by Carla Perry, seconded by Cheryl Best, the board voted 5-0 to adjourn open session @ 6:48 p.m.

Approved October 4, 2023

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Clerk of the Board

Checks Dated 08/26/2023 through 09/29/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010971540	08/31/2023	ACE HARDWARE - HOME OFFICE	01-4510	ELEM & PRIM BATHROOM MAINTENANCE SUPPLIES	144.65	
				ELEM & PRIM MAINTENANCE SUPPLIES	268.44	
				ELEM PLUMBING KITCHEN SWAMP COOLER	77.92	491.01
9010971541	08/31/2023	Amazon Capital Services	01-4510	TONER PRIMARY/WEBCAMS MATT		119.45
9010971542	08/31/2023	BLUE STAR GAS	01-5525	PROPANE DISTRICT OFFICE	133.17	
				PROPANE ELEM CLSRMS EAST	1,500.52	
				PROPANE FAMILY CENTER	315.18	
				PROPANE PRIMARY CLSRMS WEST	195.40	2,144.27
9010971543	08/31/2023	CALIFORNIA'S VALUED TRUST ATTN: FIN DEPT	01-9550	SEPT 23 MEDICAL+DENTAL+RETIREES	47,261.00	
			01-9551	SEPT 23 MEDICAL+DENTAL+RETIREES	4,031.97	
			01-9559	SEPT 23 MEDICAL+DENTAL+RETIREES	1,681.67	52,974.64
9010971544	08/31/2023	CASCADE ATHLETIC SUPPLY	01-4510	VOLLEYBALLS X6		308.38
9010971545	08/31/2023	ECOAIR & REFRIGERATION	01-5630	A/C ISSUES ELEM & PRIMARY	1,138.06	
				RM 6 AC NOT WORKING	350.00	1,488.06
9010971546	08/31/2023	ESGI	01-5801	PRIMARY YEARLY SUBSCRIPTION 23/24		2,106.00
9010971547	08/31/2023	HAPPY VALLEY FRESH FTS	13-4710	APPLES APRICOTS PEACHES WATERMELON	292.00	
				PLUMS NECATRINES PLUOTS FOR STUDENT LUNCHES	295.00	587.00
9010971548	08/31/2023	KEOWN, BREANNA	01-5801	CTC WEBSITE REIMBURSEMENT		102.65
9010971549	08/31/2023	LAUNDRY WORLD	01-5530	CARPET MATTS CLEANED ELEM	382.50	
				CARPET MATTS CLEANED PRIMARY	325.00	707.50
9010971550	08/31/2023	LOZANO SMITH	01-5810	TELECONFERNCE S. CRAIG RE PERSONNEL RECRUITMENT		75.00
9010971551	08/31/2023	OFFICE DEPOT	01-4310	BEG OF YR INSTRUCTIONAL SUPPLIES ELEM	78.26	
				BEG YR INSTRUCTIONAL SUPPLIES MOON MORGAN	874.89	
				ELEM BEG OF YR INSTRUCTIONAL SUPPLIES	83.49	
				PAPER FOR PRIMARY	8.26	
				PRIMARY OFFICE SUPPLIES	409.29	1,454.19
9010971552	08/31/2023	PG&E	01-5515	BUS BARN ELEM ELEC SVC	218.89	
				ELEC SVC ELEM 4 LIGHTS 7/7-8/4	40.93	
				ELEC SVC ELEM CLASSROMS 7/7-8/4	37.10	
				ELEC SVC PRIM 1 LAMP7/7-8/4	10.23	

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

ESCAPE ONLINE

Checks Dated 08/26/2023 through 09/29/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010971552	08/31/2023	PG&E	01-5515	ELEC SVC PRIMARY FAMILY CNTR	76.19	
				ELEM ELEC SVC LIGHTS	20.47	
				ELEM ELEC SVC MAIN 7/7-8/4	356.94	
				PRIMARY ELEC SVC 7/7-8/4	162.74	923.49
9010971553	08/31/2023	PITNEY BOWES	01-5930	POSTAGE AUG 23		163.35
9010971554	08/31/2023	PRODUCERS DAIRY FOODS, INC.	13-4710	ELEMENTARY MILK DELIVERY	470.49	
				PRIMARY MILK DELIVERY	587.58	1,058.07
9010971555	08/31/2023	PROPACIFIC FRESH	13-4710	FRUIT AND VEGGIES FOR LUNCHES	634.58	
				STUDENT LUNCH SUPPLIES	933.16	1,567.74
9010971556	08/31/2023	RICKARDS ELECTRICAL SERVICE	01-5630	ELECTRIC REPAIR FOR DO COPY MACHINE		1,057.50
9010971557	08/31/2023	SCHOOL SERVICES OF CALIFORNIA	01-5210	POS CONTROL & SCHOOL FINWEBINAR	195.00	
				UNRAVELING SCHOO FINANCE	245.00	440.00
9010971558	08/31/2023	SHASTA CO OFFICE OF EDUCATION	01-5101	22/23 ANNUAL EXCEL PROGRAM	11,571.00	
				22/23 SPEECH SERVICES	1,312.70	
				23/23 EXCEL SUMMER SCHOOL	3,976.00	16,859.70
9010971559	08/31/2023	STS Education	01-4510	OEM PULL SCREENS		775.64
9010971560	08/31/2023	SYSCO - SACRAMENTO	13-4710	STUDENT BREAKFASTS & SUPPLIES		905.03
9010971561	08/31/2023	TEAMSTERS RETIREE TRUST	01-9559	SEPT 23 PREM WADOWSKI		430.00
9010971562	08/31/2023	THE DANIELSEN COMPANY	13-4710	FOOD FOR STUDENT LUNCHES	1,489.01	
				SUPPLIES FOR STUDENT LUNCHES	577.10	
			13-4790	UTENSILS FOR STUDENT LUNCHES	76.68	2,142.79
9010971563	08/31/2023	TNT SCHOOL SUPPLIES INC.	01-4310	ATTENDANCE AWARD PENCILS		111.12
9010971564	08/31/2023	U.S. BANK CORP PAYMENT SYSTEMS	01-2410	INDEED JOBS	504.00	
				MONTHLY ADOBE SUBSCRIPTION	432.00	
			01-4310	CAROLINA SCIENCE SUPPLIES	155.62	
			01-4510	INTERVIEW LUNCHES	40.99	
				NEW TEACHER ORIENTATION	220.13	
			01-5210	NEW TEACHER LUNCH	196.93	
				PLANNING DAY SUPPLIES	747.25	
				S.CRAIG CONFERENCE	1,309.52	
				SUPERINTENDENT SUMMIT	1,746.75	
				SUPERINTENDENTS SUMMIT	17.32	
				SUPRINTNDT BREAKFST SUMMIT	69.95	
				T. DRURY CONFERENCE	2,161.28	
				UBER SPRINTNDNT SUMMIT	47.88	
				UBER SUPERINTNDNT SUMIT	5.36	
				UPGRADE FOR UNITED FLIGHT CRAIG	35.00	

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

Checks Dated 08/26/2023 through 09/29/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010971564	08/31/2023	U.S. BANK CORP PAYMENT SYSTEMS	01-5210	UPGRADE FOR UNITED FLIGHT MURPHY	35.00	
				UPGRADE SUPERINTNDNT SUMMIT	30.00	
				UPGRADE SUPRINTNDNT SUMMIT	15.00	
			01-5310	AUG 23 MONTHLY SUBSCRIPTION	29.99	
				MONTHLY SUBSCRIPTION	29.99	
			01-8980	STN EXPO	851.77	
			13-4710	DRESSING FORLUNCHES	26.17	
				LUNCH SUPPLIES	199.94	
				MARKERS & DUCT TAPE FOR KITCHEN	35.22	
				PAPER PLATES FOR LUNCHES	61.12	
				TAY-VAN WASH KITCHEN VAN	16.00	9,020.18
9010971565	08/31/2023	UBEO BUSINESS SERVICES	01-4310	COPY ROOM SUPPLIES		126.56
9010971566	08/31/2023	WCP SOLUTIONS	01-4510	ELEM & PRIMARY CLEANING SUPPLIES		287.69
9010971567	08/31/2023	WILGUS FIRE CONTROL INC.	01-5630	FIRE EXT MAINT BUS BARN	254.31	
				FIRE EXT MAINTENANCE ELEM	283.31	
				PRIMARY SEMI ANNUAL SYSTEMS SVC	292.36	829.98
9010971568	08/31/2023	ZAHARRIS, LILIA M	01-9500	REIMBURSE VISION INS OVERPAYMENT		157.50
9010971569	08/31/2023	U.S. BANK CORP PAYMENT SYSTEMS	01-5210	LIFE SPACE CRISIS INTERVENTION CONF		2,074.52
9010972083	09/07/2023	ACCU-PRINT	01-5801	CLASSIFIED PRINTS HOLDEN		18.00
9010972084	09/07/2023	ACCURATE LABEL DESIGNS	01-4510	PRIMARY VISITOR LABELS		86.95
9010972085	09/07/2023	ACE HARDWARE - HOME OFFICE	01-4510	ELEM MAINT SUPPLIES		69.96
9010972086	09/07/2023	Amazon Capital Services	01-4310	BEGINNING OF YEAR INSTRUCTIONAL SUPPLIES ELEM	972.87	
			01-4510	CHARGER PACKS FOR ELEM STUDENTS	31.64	
				ELEM BEG OF YR OFFICE SUPPLIES	77.24	
				MED SUPPLIES PRIMARY OFFICE	87.28	
				WEBCAM ELEM	44.15	
				WIRELESS KEYBRD/MOUSE SET TECH	63.58	1,276.76
9010972087	09/07/2023	CA DEPT OF EDUCATION CASHIER'S OFFICE	13-4710	CA FOOD DELIVERY		134.55
9010972088	09/07/2023	CENTRAL RESTAURANT PRODUCTS	01-4410	MILK COOLER/ICE MACHINE	2,251.18	
			01-6510	MILK COOLER/ICE MACHINE	5,938.43	8,189.61
9010972089	09/07/2023	CINTAS	01-5801	SEPT AED AGREEMENT		318.53
9010972090	09/07/2023	JACK SCHREDER & ASSOC., INC.	25-5801	CONF RE FIN HARDSHIP/TK-K PROJECT EXPENDITURE		925.00
9010972091	09/07/2023	MENDES SUPPLY COMPANY	01-4510	FLOOR MACHINE PARTS ELEM	390.46	
			01-5801	FINANCE CHG	5.85	
			01-6410	ELEM GYM FLOOR MACHINE	10,366.38	10,762.69

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

ESCAPE ONLINE

Checks Dated 08/26/2023 through 09/29/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010972092	09/07/2023	N.C.G.T. SECURITY FUND	01-9550	SEPT H&W BILLING		16,389.00
9010972093	09/07/2023	NEWSELA	01-4310	ELEMENTARY CURRICULUM		3,396.00
9010972094	09/07/2023	OFFICE DEPOT	01-4310	ELEM STAFF RM INST SUPPLIES	305.63	
				PRIMARY STAFF RM SUPPLIES	158.69	
			01-4510	ELEM STAFF RM SUPPLIES	384.15	
				ELEM STAFF ROOM SUPPLIES	102.92	951.39
9010972095	09/07/2023	PAINT MARTS	01-4510	EXTERIOR PAINT PRIMARY + ELEM		279.50
9010972096	09/07/2023	PG&E	01-5515	7/26-8/26 PRIMARY ELECT SVC		20.47
9010972097	09/07/2023	PRO TRAININGS LLC	01-5801	FIRST AID CERT		119.85
9010972098	09/07/2023	SHASTA CO OFFICE OF EDUCATION	01-6171	FRANCESCUT,DUNLAP,J.MORGAN JULY 23 VEH MAINTENENCE		5,466.50
9010972099	09/07/2023	YOUMAN, ASHLEY K	01-4310	TEACHER DESK CHAIR		55.56
9010972852	09/14/2023	ACE HARDWARE - HOME OFFICE	01-4510	ELEM GENERAL MAINT SUPPLIES	6.45	
				TACKER ELEM MAINT TOOLS	78.28	84.73
9010972853	09/14/2023	Amazon Capital Services	01-4310	PLAYGROUND EQUIP FROM PTA	588.57	
			01-4510	CHAIR FOR GINA	163.77	
				EMERGENCY SUPPLIES ELEM OFFICE	77.21	
				LIGHTS FOR ELEM OFFICE	23.68	
				TONER PRIMARY OFFICE	603.43	
			13-4510	CHARGER FOR KITCHEN LAPTOP	23.68	1,480.34
9010972854	09/14/2023	CALIF SAFETY - ANNA SCHWA RTZ	01-5620	ALARM LEASE SEPT 23	50.00	
			01-5801	ALARM MO MONITOR FEE ELEM SEPT 23	272.50	
				ALARM MO MONITOR FEE PRESCHOOL SEPT 23	52.50	
				ALARM MO MONITOR FEE PRIMARY SEPT 23	180.00	555.00
9010972855	09/14/2023	CDW GOVERNMENT	01-4410	CHROMEBOOKS	2,778.79	
				LAPTOPS RHONDA/LLANA	1,860.64	
				PROJECTOR ELEM	595.24	
			13-4410	CHROMEBOOKS	1,852.53	7,087.20
9010972856	09/14/2023	CLEAR CREEK COMMUNITY SERVICE	01-5550	7/17-8/14 WATER SVC BALL PARK	76.24	
				7/17-8/14 WATER SVC ELEM PARKING LOT	224.10	300.34
9010972857	09/14/2023	CSBA C/O WEST AMERICA BANK	01-5310	23-24 CSBA MEMBERSHIP	6,899.00	
				23-24 GAMUT BOARD POLICIES	3,910.00	10,809.00
9010972858	09/14/2023	DEERE & COMPANY	01-6410	TRACTOR ELEM		36,937.62
9010972859	09/14/2023	ECOAIR & REFRIGERATION	01-5630	IPL & COOLER REPAIR PRIMARY	350.00	

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ESCAPE ONLINE

Checks Dated 08/26/2023 through 09/29/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010972859	09/14/2023	ECOAIR & REFRIGERATION	01-5630	PRIMARY WALK IN COOLER FREON CONVERSION	747.45	1,097.45
9010972860	09/14/2023	GILES LOCK & SEC SYSTEMS INC	01-4510	DUPLICATE KEYS-ELEM		167.03
9010972861	09/14/2023	Gopher	01-4310	BASKETBALL BACKBOARD PRIMARY		630.45
9010972862	09/14/2023	GRAINGER	01-4510	MAINTENANCE SUPPLIES		627.85
9010972863	09/14/2023	HAPPY STOP MARKET	01-4510	GAS KITCHEN VAN GAS CANS BUSES	908.03	
			13-4410	GAS KITCHEN VAN GAS CANS BUSES	330.97	1,239.00
9010972864	09/14/2023	HAPPY VALLEY FRESH FTS	13-4710	RICE PEARS PLUOT NECTARINES		393.00
9010972865	09/14/2023	MMA Happy Valley Power, L.P. c /o EDPR NA Distr. Gen	01-5515	AUG 23 SOLAR SVC ELEM	4,588.37	
				AUG 23 SOLAR SVC PRIMARY	4,370.18	8,958.55
9010972866	09/14/2023	MYSTERY SCIENCE INC C/O DISCOV ERY EDUCATION, INC	01-4310	K-5 SCIENCE		1,999.00
9010972867	09/14/2023	OFFICE DEPOT	01-4310	BEG OF YR SUPPLIES STOTKA	72.91	
				ELEM STOP WATCH GOODMAN	32.16	
				NEW TEACHER K BEG OF YR INST SUPP	72.91	
			01-4510	MAY 23 INVOICE TONER ELEM	250.73	
				MAY 23 ZIPLOCS PRIMARY	34.59	
				MAY23 ELEM OFFICE SUPPLIES	49.58	512.88
9010972868	09/14/2023	OMNILOGIC INC	01-5940	23-24 REPEATER SERVICES		2,100.00
9010972869	09/14/2023	PAPE KENWORTH	01-4510	BELT FOR BUS		114.56
9010972870	09/14/2023	PG&E	01-5515	8/2-8/30 FAMILY CENTER ELEC SVC	76.19	
				8/3-8/31 BUS BARN ELEM ELEC SVC	202.75	278.94
9010972871	09/14/2023	PITNEY BOWES	01-5620	7/1-9/30 POSTAGE METER LEASE		247.03
9010972872	09/14/2023	PRODUCERS DAIRY FOODS, INC.	13-4710	MILK & JUICE PRIMARY	144.16	
				MILK DELIVERY ELEM	466.85	
				MILK DELIVERY PRIM/ELEM	746.59	
				MILK DELIVERY PRIMARY	348.14	1,705.74
9010972873	09/14/2023	Professional Exterminators	01-5510	AUG 23 PEST SVC ELEM	90.00	
				AUG 23 PEST SVC PRIMARY	70.00	160.00
9010972874	09/14/2023	PROPACIFIC FRESH	01-4510	STUDENT LUNCH SUPPLIES	41.60	
			13-4710	STUDENT LUNCH SUPPLIES	909.21	950.81
9010972875	09/14/2023	SHASTA COUNTY ENVIRONMENTAL HEALTH DIVISION	13-5801	ELEM PERMIT TO OPERATE FOOD FAC ID552	361.28	
				PRIMARY PERMIT TO OPERATE FOOD FAC ID553	361.28	722.56
9010972876	09/14/2023	SHASTA WELDING SUPPLY INC	01-5610	AUG 23 GAS CYLINDER RENTAL		25.60
9010972877	09/14/2023	SILIGO, NICHOLAS	01-5801	DMV PHYSICAL BUS REQUIREMENT		100.00
9010972878	09/14/2023	SMITH, KIMBERLY L	01-5211	mileage and postage for Priority mail	94.82	

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ESCAPE ONLINE

Checks Dated 08/26/2023 through 09/29/2023

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9010972878	09/14/2023	SMITH, KIMBERLY L	01-5930	mileage and postage for Priority mail	101.40	196.22
9010972879	09/14/2023	SNYDER, LARRA	13-4710	ITEMS FOR LUNCH TOMATOES CARROTS BROCCOLI		79.41
9010972880	09/14/2023	SYSCO - SACRAMENTO	13-4510	STUDENT MEAL SUPPLIES/DETERGENT	371.78	
			13-4710	STUDENT LUNCHES	1,209.13	
				STUDENT MEAL SUPPLIES/DETERGENT	598.12	2,179.03
9010972881	09/14/2023	THE DANIELSEN COMPANY	13-4710	STUDENT MEAL SUPPLIES		773.01
9010972882	09/14/2023	US OMNI & TSACG COMPL SVCS INC	01-5801	JULY 23 RETIREMENT PLAN SVC	15.00	
				JUNE23 RETIREMENT PLAN SVC JUNE 23	15.00	
				RETIREMENT PLAN SVC AUG 23	15.00	
				RETIREMENT PLAN SVC SEPT 23	15.00	60.00
9010972883	09/14/2023	ZINGY LEARNING	01-4310	SCIENCE LEARNING SUBSCRIPTION 4&5		500.00
9010973793	09/21/2023	A-Z BUS SALES INC - SACRAMENTO	01-4605	SEAT MOUNT/HARNESSES BUSES		234.77
9010973794	09/21/2023	Amazon Capital Services	01-4310	BEG OF YR INST SUPPLIES COOK	133.71	
				HEADPHONES GINA	214.17	
				PRIMARY BEG OF YR INST SUPLLIES	179.87	
			01-4510	ELEM STAFF RM SUPPLIES	149.96	677.71
9010973795	09/21/2023	AT&T	01-5910	PHONE SERVICE 9/5-10/4		408.87
9010973796	09/21/2023	COLUMBIA ESD	01-5805	CAPT. KIDS HEARTS TRNG 7 PARTICIPANTS		4,550.00
9010973797	09/21/2023	CURRICULUM ASSOCIATES INC	01-4310	MATH & READING CURRICULUM		25,428.80
9010973798	09/21/2023	ECOAIR & REFRIGERATION	01-5630	COOLER & fREEZER DOOR HYDRAULIC CLOSER PRIMARYU		733.95
9010973799	09/21/2023	HAPPY VALLEY FRESH FTS	13-4710	APPLES NECTARINES BLUEBERRIES STUDENT MEALS	226.00	
				PEACHES STUDENT MEALS	216.00	442.00
9010973800	09/21/2023	JACK SCHREDER & ASSOC., INC.	25-5801	ENERGY CONTRACT & TK/K APP STATUS CONSULT		2,220.00
9010973801	09/21/2023	MOUNTAIN VALLEY SPED JPA	01-5101	ERICS CLASS	11,277.64	
				K-8 ALL SDC	10,758.94	
				OT SERVICES	4,772.07	
				PSYCH SERVICES	6,421.47	
				SPEECH SERVICES	24,860.69	
			01-5805	MEDICALLY FRAGILE	1,915.40	
				NURSING SVCS	2,321.97	
				SPECIAL ED ADMIN COSTS	12,345.89	74,674.07
9010973802	09/21/2023	NEESMITH, LINDSEY N	01-4510	CUPCAKES VIKING VOUCHERS		38.97

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ESCAPE ONLINE

Checks Dated 08/26/2023 through 09/29/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010973803	09/21/2023	OFFICE DEPOT	01-4510	ELEM OFFICE SUPPLIES	80.07	
				ELEM STAFF ROOM SUPPLIES	57.12	137.19
9010973804	09/21/2023	PRO ED	01-4310	PRIMARY ERP GRDES 1&2 COMBO		1,400.05
9010973805	09/21/2023	PRODUCERS DAIRY FOODS, INC.	13-4710	MILK ELEMENTARY	701.71	
				PRIMARY MILK DELIVERY	85.94	787.65
9010973806	09/21/2023	PROPACIFIC FRESH	13-4710	STUDENT MEAL SUPPLIES		487.99
9010973807	09/21/2023	SAVVAS LEARNING COMPANY LLC	01-4140	ELEMENTARY SOCIAL STUDIES CURRICULUM	23,421.49	
				ENVISION MATH ELEMENTARY	32,545.83	
				ENVISION MATH K-8 TRAINING	1,200.00	
				THREE CHEERS PRE K TRAINING	600.00	57,767.32
9010973808	09/21/2023	SITELOGIQ, INC	01-6220	ENERGY PROJECT SECOND INSTALLMENT		258,858.25
9010973809	09/21/2023	SUPER DUPER PUBLICATIONS	01-4310	PRIMARY SPED CURRICULUM		481.27
9010973810	09/21/2023	THE DANIELSEN COMPANY	13-4710	STUDENT MEAL SUPPLIES		1,772.31
9010973811	09/21/2023	VALLEY PACIFIC PETROLEUM SVCS	01-4601	FUEL AUG 23 277.58 GALLONS		1,483.07
9010973812	09/21/2023	VOORHEES, ROXANNE M	01-5210	PROP 28 BOOT CAMP		86.59
9010973813	09/21/2023	WASTE MANAGEMENT ANDERSON COTTONWOOD DISPOSAL	01-5545	SEPT GARBAGE SVC PRIMARY		399.84
				Total Number of Checks	**100**	**666,092.35**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General	82	643,754.63
13	CafeFoodSvc	21	19,192.72
25	CapitalFacilities	2	3,145.00
	Total Number of Checks	**100**	666,092.35
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**666,092.35**

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

Academic School Year 2023-2024

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Happy Valley Union Elementary School District

Form Completed By: Rhonda Grijalva Title: Executive Assistant

Quarterly Report Submission Date: *(Please check one)*

- ☑ October 2023
- ☐ January 2024
- ☐ April 2024
- ☐ July 2024

Date for information to be reported publicly at governing board meeting: 10/04/2023

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Shelly Craig

Print Name of District Superintendent

Signature of District Superintendent

10/04/2023

Date

Submit by the 15th of the month to: Barbara Erlei at berlei@shastacoe.org

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

PERSONNEL ACTION REPORT – AGENDA ITEM #15.1

NAME OF EMPLOYEE	EMPLOYEE POSITION	EMPLOYMENT STATUS	EFFECTIVE DATE
Breanna Keown	Teacher	New Hire	08/11/2023

HAPPY VALLEY Est.1954
UNION SCHOOL DISTRICT

2022-23
UNAUDITED ACTUALS
October 4, 2023

Board of Trustees
Nate Echols - President
Jodi Shearman - Vice President
Carla Perry - Clerk
Cheryl Best
Billy Soksoda

Staff:
Shelly Craig -Superintendent/Principal
Roxanne Voorhees - CBO





It is requested that the Board approve the 2022-23 Unaudited Actuals

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
UNAUDITED ACTUALS NARRATIVE
October 4, 2023

This report reflects the actual expenses incurred and revenues received for the 2022-2023 school year.

The beginning fund balance for 2022-2023 was $1,568,728. The ending balance for 2022-2023 is $4,358531. This is an increase of $2,789,803; $1,230,496 unrestricted and $1,559,307 restricted. The ending balance is $1,445,345 more than projected at Third Interim; $752,383 unrestricted and $692,962 restricted. The increase is mainly due to savings in expenditures.

In comparison to the Third Interim Budget, the general fund revenue increased by $80,413 and expenses decreased $1,364,934. The revenue increase is mostly due to the one-time grants for Learning Recovery and Art, Music, Instructional Materials BG not being reduced as much as expected in the final State Adopted Budget and increased ADA of 6.74. These increases were partly offset due to the state taking back the old Prop. 39 energy grant and booking a negative cash fair market value of $337,715.

The decrease in Unrestricted expenditures is mostly due to the following:

Unrestricted salaries and benefits were $140,693 less than budgeted due to vacancies, moving the transitional kindergarten aide salaries and benefits to the UPK planning grant and athletic salaries and benefits to ELOP, which are both restricted. The $232,454 savings in supplies and services were across the board. The $188,724 savings in capital equipment was due to waiting to finalize equipment needs, and the Energy Project that will be completed and expensed in 2023-24. The first loan payment on the Energy Project was changed from April to October. The Cafeteria Fund did not require a general fund contribution due to a grant for fresh foods.

The decrease in Restricted expenditures is mostly due to the following:

The $110,505 savings in restricted salaries is mostly in ELOP (Extended Learning Opportunities Program). Expenses cannot be for the regular school day. The $101,646 benefit savings are due to the salary savings above and includes $63,043 for STRS-On-Behalf (we receive the calculation for this at the end of the fiscal year and the budget is based on the prior year). The decrease of $162,975 in supply expenses is mainly due to $65,000 for textbooks being delayed until 2023-24 and ELOP. The $228,577 savings in services and operating expense are in ELOP, Literacy Grant, Learning Recovery Grant, UPK Planning Grant and Special Ed. The $147,435 savings in capital equipment is mainly due to the shade structure.

The State required 5% Reserve for Economic Uncertainties is $375,000.

Program carryover, as well as restricted funds, will be re-budgeted in 2023-24.

2022-23 THIRD INTERIM COMPARED TO UNAUDITED ACTUALS

10/4/2023

Happy Valley Union Elementary School District

		2022-23 Third Interim			2022-23 Unaudited Actuals			Change		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	5,603,607	0	5,603,607	5,685,468	0	5,685,468	81,861	0	81,861
Federal Revenues	8100 - 8299	9,262	1,111,905	1,121,167	10,687	905,841	916,528	1,425	(206,064)	(204,639)
Other State Revenues	8300 - 8599	96,876	1,920,519	2,017,395	122,818	2,255,569	2,378,387	25,942	335,050	360,992
Other Local Revenues	8600 - 8799	63,059	385,553	448,612	(158,683)	381,408	222,725	(221,742)	(4,145)	(225,887)
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	1,015,000	0	1,015,000	1,083,086	0	1,083,086	68,086	0	68,086
Contributions	8980 - 8999	(1,131,977)	1,131,977	0	(944,952)	944,952	0	187,025	(187,025)	0
TOTAL REVENUES		**5,655,827**	**4,549,954**	**10,205,781**	**5,798,424**	**4,487,770**	**10,286,194**	**142,597**	**(62,184)**	**80,413**
EXPENDITURES	**Object**									
Certificated Salaries	1000 - 1999	1,628,827	724,842	2,353,669	1,612,490	681,182	2,293,672	(16,337)	(43,660)	(59,997)
Classified Salaries	2000 - 2999	825,420	534,341	1,359,761	759,765	467,496	1,227,261	(65,655)	(66,845)	(132,500)
Employee Benefits	3000 - 3999	1,043,993	780,853	1,824,846	985,292	679,207	1,664,499	(58,701)	(101,646)	(160,347)
Books and Supplies	4000 - 4999	191,112	332,944	524,056	130,224	169,969	300,193	(60,888)	(162,975)	(223,863)
Services, Other Operating Expenses	5000 - 5999	799,948	965,535	1,765,483	628,382	736,958	1,365,340	(171,566)	(228,577)	(400,143)
Capital Outlay	6000 - 6599	533,105	260,000	793,105	344,381	112,565	456,946	(188,724)	(147,435)	(336,159)
Other Outgo	7100 - 7499	195,540	17,656	213,196	170,824	17,656	188,480	(24,716)	0	(24,716)
Direct Support / Indirect Costs	7300 - 7399	(67,440)	67,440	0	(63,430)	63,430	0	4,010	(4,010)	0
Interfund Transfers Out	7610 - 7629	27,209	0	27,209	0	0	0	(27,209)	0	(27,209)
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		**5,177,714**	**3,683,611**	**8,861,325**	**4,567,928**	**2,928,463**	**7,496,391**	**(609,786)**	**(755,148)**	**(1,364,934)**
NET INCREASE/DECREASE IN FUND BALANCE		478,113	866,343	1,344,456	1,230,496	1,559,307	2,789,803	752,383	692,964	1,445,347
BEGINNING BALANCE		**1,044,016**	**524,714**	**1,568,730**	**1,044,016**	**524,712**	**1,568,728**	**0**	**(2)**	**(2)**
Audit Adjustment		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	**0**
ENDING BALANCE		**1,522,129**	**1,391,057**	**2,913,186**	**2,274,512**	**2,084,019**	**4,358,531**	**752,383**	**692,962**	**1,445,345**
Components of Ending Fund Balance										
Reserved Rev Cash/PPDS/Stores		9,500	-	9,500	20,719	-	20,719	11,219	0	11,219
Economic Uncertainty - 5%		439,000	-	439,000	375,000	-	375,000	(64,000)	0	(64,000)
Board Designated/Assigned		1,073,629	-	1,073,629	1,878,793	-	1,878,793	805,164	0	805,164
Restricted		-	1,391,057	1,391,057	-	2,084,019	2,084,019	0	692,962	692,962
Undesignated		-	-	-	-	-	-	0	0	-
Total Ending Fund Balance		1,522,129	1,391,057	2,913,186	2,274,512	2,084,019	4,358,531	752,383	692,962	1,445,345
	% EUR to Expenditures (Unrestricted)			**17.07%**			**30.07%**			
EUR=Econ Uncert,Undesign, Bd Design		1,512,629	-	1,512,629	2,253,793	-	2,253,793	741,164	-	741,164
Change		0								
Funded LCFF ADA		460.34			467.08			6.74		

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
ENDING BALANCE
2022-23 3RD INTERIM COMPARED TO UNAUDITED ACTUALS
October 4, 2023

Components of the Ending Fund Balance	2022-23 Third Interim			2022-23 Unaudited Actuals			Change From 3rd Interim		
Non-Spendable									
Revolving Cash/Prepaids	***9,500***		***9,500***	***20,719***		***20,719***	***11,219***		***11,219***
Assigned									
Unrestricted Lottery	97,698		97,698	130,310		130,310	32,612		32,612
Deferred Maintenance	100,000		100,000	100,000		100,000	0		0
Energy Project	407,455		407,455	631,161		631,161	223,706		223,706
LCAP-Supplemental	341,158		341,158	483,232		483,232	142,074		142,074
LCAP-Concentration	18,374		18,374	18,536		18,536	162		162
CEI Local Grant	0		0	52,428		52,428	52,428		52,428
Primary Library Fundraising	3,850		3,850	6,153		6,153	2,303		2,303
Primary Fundraising	4,104		4,104	7,467		7,467	3,363		3,363
Elementary Library Fundraising	2,041		2,041	2,593		2,593	552		552
Elementary Fundraising	979		979	1,490		1,490	511		511
Athletic Donations	0		0	420		420	420		420
PTA Donations	0		0	2,100		2,100	2,100		2,100
Class Fundraisers	0		0	3,548		3,548	3,548		3,548
Special Education	50,000		50,000	125,000		125,000	75,000		75,000
Technology	46,526		46,526	100,000		100,000	53,474		53,474
Ecology Camp fm 19/20	1,444		1,444	1,108		1,108	-336		-336
Declining Enrollment and District EUR	0		0	213,247		213,247	213,247		213,247
Sub-Total	***1,073,629***	***0***	***1,073,629***	***1,878,793***	***0***	***1,878,793***	***805,164***	***0***	***805,164***
Legally Restricted									
Ca Clean Energy		69,305	69,305		5,421	5,421		-63,884	-63,884
Cal Hope/SEAL		0			4,700	4,700		4,700	4,700
Cal Shape-Energy Project		0	0		5,828	5,828			
Pre-K Spec Ed Intervention		24,630	24,630		0	0		-24,630	-24,630
Exp Learning Opp (ELOP)		181,819	181,819		375,387	375,387		193,568	193,568
Restricted Lottery		86,881	86,881		111,541	111,541		24,660	24,660
MAA		3,007	3,007		9,131	9,131		6,124	6,124
Medi-Cal Billing Option		0	0		904	904		904	904
Educators Effectiven		72,011	72,011		95,512	95,512		23,501	23,501
Kitchen Infrastructure Grants (2)		5,524	5,524		168,258	168,258		162,734	162,734
Food Service Training Grant		2,067	2,067		6,616	6,616		4,549	4,549
Literacy & Reading Grant		435,000	435,000		449,916	449,916		14,916	14,916
Learning Recovery Grant		430,937	430,937		569,922	569,922		138,985	138,985
Art, Music & Instl Material Grant		79,876	79,876		280,883	280,883		201,007	201,007
Sub-Total	***0***	***1,391,057***	***1,391,057***	***0***	***2,084,019***	***2,084,019***	***0***	***687,134***	***687,134***
Unassigned									
State EUR - 5%	439,000		439,000	375,000		375,000	-64,000		-64,000
District EUR	0		0	0		0	0		0
Sub-Total	***439,000***	***0***	***439,000***	***375,000***	***0***	***375,000***	***-64,000***	***0***	***-64,000***
Need to cut to make 5% SEU			0.00	**0.00**		**0.00**	**0.00**		**0.00**
ENDING FUND BALANCE	1,522,129	1,391,057	2,913,186	2,274,512	2,084,019	4,358,531	752,383	687,134	1,439,517

Happy Valley Union SCHOOL DISTRICT

2022-23 UNAUDITED ACTUALS

ALL FUNDS

FUND	DECRIPTION	BEGINNING BALANCE	INCOME	EXPENSE	ENDING BALANCE	ENDING BALANCE Change from Prior Year
01	General Fund	$ 1,568,728	$ 10,286,194	$ 7,496,391	$ 4,358,531	$ 2,789,803
08	Student Activity Special Revenue Fund	$ 30,033	$ 42,947	$ 35,797	$ 37,183	$ 7,150
13	Cafeteria Special Revenue Fund	$ 25,440	$ 472,738	$ 395,079	$ 103,099	$ 77,659
14	Deferred Maintenance Fund	$ 441	$ (17)	$ -	$ 424	$ (17)
20	Special Revenue for Post Employment Benefits	$ 165,965	$ (6,429)	$ -	$ 159,536	$ (6,429)
21	Building Fund	$ 39	$ -	$ -	$ 39	$ -
25	Capital Facilities Fund Developer Fees	$ 186,949	$ 9,899	$ 5,028	$ 191,820	$ 4,871
40	Special Reserve Fund for Capital Outlay Projects	$ 19	$ -	$ -	$ 19	$ -
51	Bond Interest & Redemption Fund	$ 277,938	$ 221,282	$ 220,400	$ 278,820	$ 882
52	Bond Interest & Redemption Fund #2	$ 114,180	$ 129,940	$ 131,756	$ 112,364	$ (1,816)
TOTALS		**$ 2,369,732**	**$ 11,156,554**	**$ 8,284,451**	**$ 5,241,835**	**$ 2,872,103**

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2022-23 Unaudited Actuals	2023-24 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		

51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units	G	G
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	

PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	5,685,468.07	0.00	5,685,468.07	6,034,858.00	0.00	6,034,858.00	6.1%
2) Federal Revenue		8100-8299	10,686.70	905,841.70	916,528.40	8,336.00	705,877.00	714,213.00	-22.1%
3) Other State Revenue		8300-8599	122,818.32	2,255,568.76	2,378,387.08	97,397.00	897,281.00	994,678.00	-58.2%
4) Other Local Revenue		8600-8799	(158,683.26)	381,407.88	222,724.62	41,061.00	394,061.00	435,122.00	95.4%
5) TOTAL, REVENUES			5,660,289.83	3,542,818.34	9,203,108.17	6,181,652.00	1,997,219.00	8,178,871.00	-11.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,612,491.33	681,182.00	2,293,673.33	1,803,642.00	781,115.00	2,584,757.00	12.7%
2) Classified Salaries		2000-2999	759,764.92	467,495.76	1,227,260.68	909,856.00	452,636.00	1,362,492.00	11.0%
3) Employee Benefits		3000-3999	985,291.58	679,206.73	1,664,498.31	1,147,509.00	701,652.00	1,849,161.00	11.1%
4) Books and Supplies		4000-4999	130,224.04	169,969.09	300,193.13	194,524.00	345,580.00	540,104.00	79.9%
5) Services and Other Operating Expenditures		5000-5999	628,382.13	736,957.87	1,365,340.00	740,668.00	915,989.00	1,656,657.00	21.3%
6) Capital Outlay		6000-6999	344,380.37	112,565.69	456,946.06	421,455.00	116,000.00	537,455.00	17.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	170,824.10	17,655.82	188,479.92	191,272.00	17,656.00	208,928.00	10.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(63,430.31)	63,430.31	0.00	(58,400.00)	58,400.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,567,928.16	2,928,463.27	7,496,391.43	5,350,526.00	3,389,028.00	8,739,554.00	16.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,092,361.67	614,355.07	1,706,716.74	831,126.00	(1,391,809.00)	(560,683.00)	-132.9%
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	30,000.00	0.00	30,000.00	New
2) Other Sources/Uses									
a) Sources		8930-8979	1,083,086.07	0.00	1,083,086.07	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(944,952.37)	944,952.37	0.00	(1,055,381.00)	1,055,381.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			138,133.70	944,952.37	1,083,086.07	(1,085,381.00)	1,055,381.00	(30,000.00)	-102.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,230,495.37	1,559,307.44	2,789,802.81	(254,255.00)	(336,428.00)	(590,683.00)	-121.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,044,016.18	524,712.00	1,568,728.18	2,274,511.55	2,084,019.44	4,358,530.99	177.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals Unrestricted (A)	2022-23 Unaudited Actuals Restricted (B)	2022-23 Unaudited Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			1,044,016.18	524,712.00	1,568,728.18	2,274,511.55	2,084,019.44	4,358,530.99	177.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,044,016.18	524,712.00	1,568,728.18	2,274,511.55	2,084,019.44	4,358,530.99	177.8%
2) Ending Balance, June 30 (E + F1e)			2,274,511.55	2,084,019.44	4,358,530.99	2,020,256.55	1,747,591.44	3,767,847.99	-13.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	18,218.85	0.00	18,218.85	7,000.00	0.00	7,000.00	-61.6%
All Others		9719	0.00	0.00	0.00	0.00	(274.00)	(274.00)	New
b) Restricted		9740	0.00	2,084,019.44	2,084,019.44	0.00	1,747,865.44	1,747,865.44	-16.1%
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	1,878,792.70	0.00	1,878,792.70	1,571,756.55	0.00	1,571,756.55	-16.3%
Deferred Maintenance	0000	9780	*100,000.00*		*100,000.00*			*0.00*	
LCAP-Supplemental	0000	9780	*483,231.41*		*483,231.41*			*0.00*	
LCAP-Concentration	0000	9780	*18,535.47*		*18,535.47*			*0.00*	
CEI-Local Grant	0000	9780	*52,428.37*		*52,428.37*			*0.00*	
Fundraising	0000	9780	*22,359.07*		*22,359.07*			*0.00*	
Donations	0000	9780	*2,520.00*		*2,520.00*			*0.00*	
Energy Project from Loan Proceeds	0000	9780	*631,160.70*		*631,160.70*			*0.00*	
Special Ed	0000	9780	*125,000.00*		*125,000.00*			*0.00*	
Technology	0000	9780	*100,000.00*		*100,000.00*			*0.00*	
Independent Study Audit 2021-22	0000	9780	*75,000.00*		*75,000.00*			*0.00*	
Declining Enrollment and District EUR	0000	9780	*138,247.43*		*138,247.43*			*0.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	375,000.00	0.00	375,000.00	439,000.00	0.00	439,000.00	17.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,672,771.72	2,114,166.74	4,786,938.46				
1) Fair Value Adjustment to Cash in County Treasury		9111	(386,400.00)	0.00	(386,400.00)				
b) in Banks		9120	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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) in Revolving Cash Account		9130	2,500.00	0.00	2,500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	43,568.13	9,055.06	52,623.19				
4) Due from Grantor Government		9290	37,431.84	513,866.84	551,298.68				
5) Due from Other Funds		9310	20,428.12	0.00	20,428.12				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	18,218.85	0.00	18,218.85				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			2,408,518.66	2,637,088.64	5,045,607.30				
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	119,564.11	167,039.06	286,603.17				
2) Due to Grantor Governments		9590	14,443.00	95,208.00	109,651.00				
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	290,822.14	290,822.14				
6) TOTAL, LIABILITIES			134,007.11	553,069.20	687,076.31				
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 (must agree with line F2) (G10 + H2) - (I6 + J2)			2,274,511.55	2,084,019.44	4,358,530.99				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,340,835.00	0.00	4,340,835.00	3,740,517.00	0.00	3,740,517.00	-13.8%
Education Protection Account State Aid - Current Year		8012	373,948.00	0.00	373,948.00	1,313,296.00	0.00	1,313,296.00	251.2%
State Aid - Prior Years		8019	710.00	0.00	710.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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)	
Homeowners' Exemptions		8021	10,533.80	0.00	10,533.80	10,535.00	0.00	10,535.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	914,871.45	0.00	914,871.45	932,341.00	0.00	932,341.00	1.9%
Unsecured Roll Taxes		8042	41,965.58	0.00	41,965.58	42,989.00	0.00	42,989.00	2.4%
Prior Years' Taxes		8043	1,001.10	0.00	1,001.10	811.00	0.00	811.00	-19.0%
Supplemental Taxes		8044	53,848.31	0.00	53,848.31	34,353.00	0.00	34,353.00	-36.2%
Education Revenue Augmentation Fund (ERAF)		8045	(47,405.17)	0.00	(47,405.17)	(39,984.00)	0.00	(39,984.00)	-15.7%
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			5,690,308.07	0.00	5,690,308.07	6,034,858.00	0.00	6,034,858.00	6.1%
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	(4,840.00)	0.00	(4,840.00)	0.00	0.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			5,685,468.07	0.00	5,685,468.07	6,034,858.00	0.00	6,034,858.00	6.1%
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	110,235.00	110,235.00	0.00	111,038.00	111,038.00	0.7%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	10,686.70	0.00	10,686.70	8,336.00	0.00	8,336.00	-22.0%
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%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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)	
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		159,637.31	159,637.31		160,147.00	160,147.00	0.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		23,150.00	23,150.00		20,286.00	20,286.00	-12.4%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		6,120.00	6,120.00		5,755.00	5,755.00	-6.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		12,250.00	12,250.00		13,720.00	13,720.00	12.0%
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	594,449.39	594,449.39	0.00	394,931.00	394,931.00	-33.6%
TOTAL, FEDERAL REVENUE			10,686.70	905,841.70	916,528.40	8,336.00	705,877.00	714,213.00	-22.1%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		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	156,257.00	156,257.00	0.00	124,112.00	124,112.00	-20.6%
Mandated Costs Reimbursements		8550	15,510.00	0.00	15,510.00	17,352.00	0.00	17,352.00	11.9%
Lottery - Unrestricted and Instructional Materials		8560	107,308.32	53,440.86	160,749.18	80,045.00	31,547.00	111,592.00	-30.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		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%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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)	
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		(63,884.00)	(63,884.00)		0.00	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	2,109,754.90	2,109,754.90	0.00	741,622.00	741,622.00	-64.8%
TOTAL, OTHER STATE REVENUE			122,818.32	2,255,568.76	2,378,387.08	97,397.00	897,281.00	994,678.00	-58.2%
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	26,143.19	0.00	26,143.19	29,970.00	0.00	29,970.00	14.6%
Interest		8660	35,251.70	0.00	35,251.70	10,000.00	0.00	10,000.00	-71.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	(337,715.00)	0.00	(337,715.00)	0.00	0.00	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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)	
Interagency Services		8677	42,478.12	6,149.94	48,628.06	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	75,158.73	16,068.94	91,227.67	1,091.00	15,000.00	16,091.00	-82.4%
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		359,189.00	359,189.00		379,061.00	379,061.00	5.5%
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			(158,683.26)	381,407.88	222,724.62	41,061.00	394,061.00	435,122.00	95.4%
TOTAL, REVENUES			5,660,289.83	3,542,818.34	9,203,108.17	6,181,652.00	1,997,219.00	8,178,871.00	-11.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,328,802.23	572,838.07	1,901,640.30	1,518,601.00	644,892.00	2,163,493.00	13.8%
Certificated Pupil Support Salaries		1200	1,463.40	100,276.43	101,739.83	0.00	109,406.00	109,406.00	7.5%
Certificated Supervisors' and Administrators' Salaries		1300	282,225.70	5,880.00	288,105.70	285,041.00	25,679.00	310,720.00	7.8%
Other Certificated Salaries		1900	0.00	2,187.50	2,187.50	0.00	1,138.00	1,138.00	-48.0%
TOTAL, CERTIFICATED SALARIES			1,612,491.33	681,182.00	2,293,673.33	1,803,642.00	781,115.00	2,584,757.00	12.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	60,979.20	205,482.57	266,461.77	153,569.00	188,203.00	341,772.00	28.3%
Classified Support Salaries		2200	267,431.33	182,793.23	450,224.56	284,401.00	200,982.00	485,383.00	7.8%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals Unrestricted (A)	2022-23 Unaudited Actuals Restricted (B)	2022-23 Unaudited Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
Classified Supervisors' and Administrators' Salaries		2300	87,977.04	75,929.57	163,906.61	116,726.00	55,951.00	172,677.00	5.4%
Clerical, Technical and Office Salaries		2400	322,127.09	3,290.39	325,417.48	337,479.00	7,500.00	344,979.00	6.0%
Other Classified Salaries		2900	21,250.26	0.00	21,250.26	17,681.00	0.00	17,681.00	-16.8%
TOTAL, CLASSIFIED SALARIES			759,764.92	467,495.76	1,227,260.68	909,856.00	452,636.00	1,362,492.00	11.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	259,903.08	288,332.05	548,235.13	321,290.00	319,564.00	640,854.00	16.9%
PERS		3201-3202	194,502.97	145,451.99	339,954.96	241,194.00	156,859.00	398,053.00	17.1%
OASDI/Medicare/Alternative		3301-3302	78,924.80	50,562.46	129,487.26	96,239.00	53,453.00	149,692.00	15.6%
Health and Welfare Benefits		3401-3402	372,717.30	164,632.08	537,349.38	415,007.00	147,209.00	562,216.00	4.6%
Unemployment Insurance		3501-3502	10,657.00	5,367.56	16,024.56	1,635.00	1,072.00	2,707.00	-83.1%
Workers' Compensation		3601-3602	50,962.70	24,685.09	75,647.79	50,834.00	23,372.00	74,206.00	-1.9%
OPEB, Allocated		3701-3702	17,067.73	0.00	17,067.73	20,700.00	0.00	20,700.00	21.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	556.00	175.50	731.50	610.00	123.00	733.00	0.2%
TOTAL, EMPLOYEE BENEFITS			985,291.58	679,206.73	1,664,498.31	1,147,509.00	701,652.00	1,849,161.00	11.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	35,647.76	35,647.76	0.00	100,383.00	100,383.00	181.6%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	128,061.96	134,168.70	262,230.66	189,024.00	224,647.00	413,671.00	57.8%
Noncapitalized Equipment		4400	2,162.08	0.00	2,162.08	5,500.00	20,550.00	26,050.00	1,104.9%
Food		4700	0.00	152.63	152.63	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			130,224.04	169,969.09	300,193.13	194,524.00	345,580.00	540,104.00	79.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	23,972.00	406,625.27	430,597.27	28,768.00	427,038.00	455,806.00	5.9%
Travel and Conferences		5200	30,725.97	4,464.70	35,190.67	38,477.00	22,151.00	60,628.00	72.3%
Dues and Memberships		5300	12,331.89	0.00	12,331.89	13,912.00	0.00	13,912.00	12.8%
Insurance		5400 - 5450	74,413.00	0.00	74,413.00	74,414.00	0.00	74,414.00	0.0%
Operations and Housekeeping Services		5500	179,240.34	0.00	179,240.34	197,355.00	0.00	197,355.00	10.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	25,495.76	19,870.01	45,365.77	47,405.00	53,649.00	101,054.00	122.8%
Transfers of Direct Costs		5710	(42,853.43)	42,853.43	0.00	(8,196.00)	8,196.00	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	305,339.86	263,144.46	568,484.32	293,077.00	404,635.00	697,712.00	22.7%
Communications		5900	19,716.74	0.00	19,716.74	55,456.00	320.00	55,776.00	182.9%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals Unrestricted (A)	2022-23 Unaudited Actuals Restricted (B)	2022-23 Unaudited Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			628,382.13	736,957.87	1,365,340.00	740,668.00	915,989.00	1,656,657.00	21.3%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	30,000.00	30,000.00	New
Buildings and Improvements of Buildings		6200	276,294.30	56,366.23	332,660.53	407,455.00	5,000.00	412,455.00	24.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	46,199.46	46,199.46	0.00	71,000.00	71,000.00	53.7%
Equipment Replacement		6500	68,086.07	10,000.00	78,086.07	14,000.00	10,000.00	24,000.00	-69.3%
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			344,380.37	112,565.69	456,946.06	421,455.00	116,000.00	537,455.00	17.6%
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	17,655.82	17,655.82	12,511.00	17,656.00	30,167.00	70.9%
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%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals Unrestricted (A)	2022-23 Unaudited Actuals Restricted (B)	2022-23 Unaudited Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
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	14,941.62	0.00	14,941.62	7,109.00	0.00	7,109.00	-52.4%
Other Debt Service - Principal		7439	155,882.48	0.00	155,882.48	171,652.00	0.00	171,652.00	10.1%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			170,824.10	17,655.82	188,479.92	191,272.00	17,656.00	208,928.00	10.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(63,430.31)	63,430.31	0.00	(58,400.00)	58,400.00	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			(63,430.31)	63,430.31	0.00	(58,400.00)	58,400.00	0.00	0.0%
TOTAL, EXPENDITURES			4,567,928.16	2,928,463.27	7,496,391.43	5,350,526.00	3,389,028.00	8,739,554.00	16.6%
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	30,000.00	0.00	30,000.00	New
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	30,000.00	0.00	30,000.00	New
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									

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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)	
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	68,086.07	0.00	68,086.07	0.00	0.00	0.00	-100.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	1,015,000.00	0.00	1,015,000.00	0.00	0.00	0.00	-100.0%
(c) TOTAL, SOURCES			1,083,086.07	0.00	1,083,086.07	0.00	0.00	0.00	-100.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(944,952.37)	944,952.37	0.00	(1,055,381.00)	1,055,381.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(944,952.37)	944,952.37	0.00	(1,055,381.00)	1,055,381.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			138,133.70	944,952.37	1,083,086.07	(1,085,381.00)	1,055,381.00	(30,000.00)	-102.8%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals Unrestricted (A)	2022-23 Unaudited Actuals Restricted (B)	2022-23 Unaudited Actuals Total Fund col. A + B (C)	2023-24 Budget Unrestricted (D)	2023-24 Budget Restricted (E)	2023-24 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	5,685,468.07	0.00	5,685,468.07	6,034,858.00	0.00	6,034,858.00	6.1%
2) Federal Revenue		8100-8299	10,686.70	905,841.70	916,528.40	8,336.00	705,877.00	714,213.00	-22.1%
3) Other State Revenue		8300-8599	122,818.32	2,255,568.76	2,378,387.08	97,397.00	897,281.00	994,678.00	-58.2%
4) Other Local Revenue		8600-8799	(158,683.26)	381,407.88	222,724.62	41,061.00	394,061.00	435,122.00	95.4%
5) TOTAL, REVENUES			5,660,289.83	3,542,818.34	9,203,108.17	6,181,652.00	1,997,219.00	8,178,871.00	-11.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		2,094,084.23	1,864,186.34	3,958,270.57	2,528,684.00	2,269,481.00	4,798,165.00	21.2%
2) Instruction - Related Services	2000-2999		661,108.51	119,096.65	780,205.16	686,926.00	130,435.00	817,361.00	4.8%
3) Pupil Services	3000-3999		358,697.55	386,710.73	745,408.28	470,595.00	467,447.00	938,042.00	25.8%
4) Ancillary Services	4000-4999		812.47	36,640.79	37,453.26	35,817.00	302.00	36,119.00	-3.6%
5) Community Services	5000-5999		0.00	3,061.85	3,061.85	0.00	0.00	0.00	-100.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		485,372.52	67,022.31	552,394.83	592,428.00	62,004.00	654,432.00	18.5%
8) Plant Services	8000-8999		797,028.78	434,088.78	1,231,117.56	844,804.00	441,703.00	1,286,507.00	4.5%
9) Other Outgo	9000-9999	Except 7600-7699	170,824.10	17,655.82	188,479.92	191,272.00	17,656.00	208,928.00	10.8%
10) TOTAL, EXPENDITURES			4,567,928.16	2,928,463.27	7,496,391.43	5,350,526.00	3,389,028.00	8,739,554.00	16.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,092,361.67	614,355.07	1,706,716.74	831,126.00	(1,391,809.00)	(560,683.00)	-132.9%
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	30,000.00	0.00	30,000.00	New
2) Other Sources/Uses									
a) Sources		8930-8979	1,083,086.07	0.00	1,083,086.07	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(944,952.37)	944,952.37	0.00	(1,055,381.00)	1,055,381.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			138,133.70	944,952.37	1,083,086.07	(1,085,381.00)	1,055,381.00	(30,000.00)	-102.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,230,495.37	1,559,307.44	2,789,802.81	(254,255.00)	(336,428.00)	(590,683.00)	-121.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,044,016.18	524,712.00	1,568,728.18	2,274,511.55	2,084,019.44	4,358,530.99	177.8%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals			2023-24 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)			1,044,016.18	524,712.00	1,568,728.18	2,274,511.55	2,084,019.44	4,358,530.99	177.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,044,016.18	524,712.00	1,568,728.18	2,274,511.55	2,084,019.44	4,358,530.99	177.8%
2) Ending Balance, June 30 (E + F1e)			2,274,511.55	2,084,019.44	4,358,530.99	2,020,256.55	1,747,591.44	3,767,847.99	-13.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	18,218.85	0.00	18,218.85	7,000.00	0.00	7,000.00	-61.6%
All Others		9719	0.00	0.00	0.00	0.00	(274.00)	(274.00)	New
b) Restricted		9740	0.00	2,084,019.44	2,084,019.44	0.00	1,747,865.44	1,747,865.44	-16.1%
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	1,878,792.70	0.00	1,878,792.70	1,571,756.55	0.00	1,571,756.55	-16.3%
Deferred Maintenance	0000	9780	*100,000.00*		*100,000.00*			*0.00*	
LCAP-Supplemental	0000	9780	*483,231.41*		*483,231.41*			*0.00*	
LCAP-Concentration	0000	9780	*18,535.47*		*18,535.47*			*0.00*	
CEI-Local Grant	0000	9780	*52,428.37*		*52,428.37*			*0.00*	
Fundraising	0000	9780	*22,359.07*		*22,359.07*			*0.00*	
Donations	0000	9780	*2,520.00*		*2,520.00*			*0.00*	
Energy Project from Loan Proceeds	0000	9780	*631,160.70*		*631,160.70*			*0.00*	
Special Ed	0000	9780	*125,000.00*		*125,000.00*			*0.00*	
Technology	0000	9780	*100,000.00*		*100,000.00*			*0.00*	
Independent Study Audit 2021-22	0000	9780	*75,000.00*		*75,000.00*			*0.00*	
Declining Enrollment and District EUR	0000	9780	*138,247.43*		*138,247.43*			*0.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	375,000.00	0.00	375,000.00	439,000.00	0.00	439,000.00	17.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	375,386.83	485,030.83
6211	Literacy Coaches and Reading Specialists Grant Program	449,916.34	373,200.34
6230	California Clean Energy Jobs Act	5,421.31	5,421.31
6266	Educator Effectiveness, FY 2021-22	95,512.53	23,501.53
6300	Lottery: Instructional Materials	111,541.02	94,618.02
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	280,883.00	201,007.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	12,000.72	6,476.72
7029	Child Nutrition: Food Service Staff Training Funds	6,616.52	4,549.52
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	156,257.00	185,369.00
7435	Learning Recovery Emergency Block Grant	569,921.60	344,218.60
7810	Other Restricted State	5,827.52	5,827.52
9010	Other Restricted Local	14,735.05	18,645.05
Total, Restricted Balance		2,084,019.44	1,747,865.44

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	42,947.44	26,000.00	-39.5%
5) TOTAL, REVENUES			42,947.44	26,000.00	-39.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	35,797.52	30,000.00	-16.2%
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			35,797.52	30,000.00	-16.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,149.92	(4,000.00)	-155.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7,149.92	(4,000.00)	-155.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	30,033.29	37,183.21	23.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			30,033.29	37,183.21	23.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			30,033.29	37,183.21	23.8%
2) Ending Balance, June 30 (E + F1e)			37,183.21	33,183.21	-10.8%
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	37,183.21	33,183.21	-10.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
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	37,183.21		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			37,183.21		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			37,183.21		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
All Other Local Revenue		8699	42,947.44	26,000.00	-39.5%
TOTAL, REVENUES			42,947.44	26,000.00	-39.5%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	35,797.52	30,000.00	-16.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			35,797.52	30,000.00	-16.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			35,797.52	30,000.00	-16.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(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	2022-23 Unaudited Actuals	2023-24 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	42,947.44	26,000.00	-39.5%
5) TOTAL, REVENUES			42,947.44	26,000.00	-39.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		35,797.52	30,000.00	-16.2%
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			35,797.52	30,000.00	-16.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,149.92	(4,000.00)	-155.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7,149.92	(4,000.00)	-155.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	30,033.29	37,183.21	23.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			30,033.29	37,183.21	23.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			30,033.29	37,183.21	23.8%
2) Ending Balance, June 30 (E + F1e)			37,183.21	33,183.21	-10.8%
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	37,183.21	33,183.21	-10.8%
c) Committed					

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
8210	Student Activity Funds	37,183.21	33,183.21
Total, Restricted Balance		37,183.21	33,183.21

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	327,807.52	270,000.00	-17.6%
3) Other State Revenue		8300-8599	137,851.93	120,000.00	-13.0%
4) Other Local Revenue		8600-8799	7,077.99	5,000.00	-29.4%
5) TOTAL, REVENUES			472,737.44	395,000.00	-16.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	146,397.76	157,753.00	7.8%
3) Employee Benefits		3000-3999	70,062.41	78,044.00	11.4%
4) Books and Supplies		4000-4999	175,526.97	193,700.00	10.4%
5) Services and Other Operating Expenditures		5000-5999	3,091.52	5,980.00	93.4%
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			395,078.66	435,477.00	10.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			77,658.78	(40,477.00)	-152.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	30,000.00	New
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	30,000.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			77,658.78	(10,477.00)	-113.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	25,440.23	103,099.01	305.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			25,440.23	103,099.01	305.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			25,440.23	103,099.01	305.3%
2) Ending Balance, June 30 (E + F1e)			103,099.01	92,622.01	-10.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	8,864.12	7,337.00	-17.2%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	94,234.89	85,285.01	-9.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	27,605.20		
1) Fair Value Adjustment to Cash in County Treasury		9111	(2,228.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	2,589.92		
4) Due from Grantor Government		9290	88,144.76		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	8,864.12		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			124,976.00		
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	1,448.87		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	20,428.12		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			21,876.99		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			103,099.01		
FEDERAL REVENUE					
Child Nutrition Programs		8220	280,175.60	240,000.00	-14.3%
Donated Food Commodities		8221	47,631.92	30,000.00	-37.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			327,807.52	270,000.00	-17.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	137,851.93	120,000.00	-13.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			137,851.93	120,000.00	-13.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	7,691.25	6,000.00	-22.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(1,143.54)	(1,000.00)	-12.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	(5,360.00)	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	5,890.28	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			7,077.99	5,000.00	-29.4%
TOTAL, REVENUES			472,737.44	395,000.00	-16.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	97,988.63	105,933.00	8.1%
Classified Supervisors' and Administrators' Salaries		2300	48,409.13	51,820.00	7.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			146,397.76	157,753.00	7.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	29,454.87	37,398.00	27.0%
OASDI/Medicare/Alternative		3301-3302	10,738.45	11,584.00	7.9%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	25,890.52	25,904.00	0.1%
Unemployment Insurance		3501-3502	699.94	76.00	-89.1%
Workers' Compensation		3601-3602	3,146.33	2,950.00	-6.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	132.30	132.00	-0.2%
TOTAL, EMPLOYEE BENEFITS			70,062.41	78,044.00	11.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,202.62	3,700.00	68.0%
Noncapitalized Equipment		4400	1,089.76	0.00	-100.0%
Food		4700	172,234.59	190,000.00	10.3%
TOTAL, BOOKS AND SUPPLIES			175,526.97	193,700.00	10.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	50.00	New
Dues and Memberships		5300	240.00	430.00	79.2%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	314.46	500.00	59.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,537.06	5,000.00	97.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,091.52	5,980.00	93.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			395,078.66	435,477.00	10.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	30,000.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	30,000.00	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	30,000.00	New

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	327,807.52	270,000.00	-17.6%
3) Other State Revenue		8300-8599	137,851.93	120,000.00	-13.0%
4) Other Local Revenue		8600-8799	7,077.99	5,000.00	-29.4%
5) TOTAL, REVENUES			472,737.44	395,000.00	-16.4%
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		393,404.72	434,977.00	10.6%
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		1,673.94	500.00	-70.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			395,078.66	435,477.00	10.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			77,658.78	(40,477.00)	-152.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	30,000.00	New
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	30,000.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			77,658.78	(10,477.00)	-113.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	25,440.23	103,099.01	305.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			25,440.23	103,099.01	305.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			25,440.23	103,099.01	305.3%
2) Ending Balance, June 30 (E + F1e)			103,099.01	92,622.01	-10.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	8,864.12	7,337.00	-17.2%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	94,234.89	85,285.01	-9.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	74,945.77	65,995.89
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	19,289.12	19,289.12
Total, Restricted Balance		94,234.89	85,285.01

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	(16.97)	4.00	-123.6%
5) TOTAL, REVENUES			(16.97)	4.00	-123.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16.97)	4.00	-123.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16.97)	4.00	-123.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	441.40	424.43	-3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			441.40	424.43	-3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			441.40	424.43	-3.8%
2) Ending Balance, June 30 (E + F1e)			424.43	428.43	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	424.43	428.43	0.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	461.43		
1) Fair Value Adjustment to Cash in County Treasury		9111	(37.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			424.43		
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					
(must agree with line F2) (G10 + H2) - (I6 + J2)			424.43		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5.03	4.00	-20.5%
Net Increase (Decrease) In the Fair Value of Investments		8662	(22.00)	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			(16.97)	4.00	-123.6%
TOTAL, REVENUES			(16.97)	4.00	-123.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	(16.97)	4.00	-123.6%
5) TOTAL, REVENUES			(16.97)	4.00	-123.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(16.97)	4.00	-123.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16.97)	4.00	-123.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	441.40	424.43	-3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			441.40	424.43	-3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			441.40	424.43	-3.8%
2) Ending Balance, June 30 (E + F1e)			424.43	428.43	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	424.43	428.43	0.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(6,428.52)	1,500.00	-123.3%
5) TOTAL, REVENUES			(6,428.52)	1,500.00	-123.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,428.52)	1,500.00	-123.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,428.52)	1,500.00	-123.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	165,964.81	159,536.29	-3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			165,964.81	159,536.29	-3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			165,964.81	159,536.29	-3.9%
2) Ending Balance, June 30 (E + F1e)			159,536.29	161,036.29	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	159,536.29	161,036.29	0.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	173,545.29		
1) Fair Value Adjustment to Cash in County Treasury		9111	(14,009.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			159,536.29		
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					
(must agree with line F2) (G10 + H2) - (I6 + J2)			159,536.29		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	1,894.48	1,500.00	-20.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	(8,323.00)	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			(6,428.52)	1,500.00	-123.3%
TOTAL, REVENUES			(6,428.52)	1,500.00	-123.3%
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	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(6,428.52)	1,500.00	-123.3%
5) TOTAL, REVENUES			(6,428.52)	1,500.00	-123.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(6,428.52)	1,500.00	-123.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,428.52)	1,500.00	-123.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	165,964.81	159,536.29	-3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			165,964.81	159,536.29	-3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			165,964.81	159,536.29	-3.9%
2) Ending Balance, June 30 (E + F1e)			159,536.29	161,036.29	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	159,536.29	161,036.29	0.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	.43	1.00	132.6%
5) TOTAL, REVENUES			.43	1.00	132.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			.43	1.00	132.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			.43	1.00	132.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	38.73	39.16	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38.73	39.16	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			38.73	39.16	1.1%
2) Ending Balance, June 30 (E + F1e)			39.16	40.16	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	39.16	40.16	2.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	39.16		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			39.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			39.16		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	.43	1.00	132.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			.43	1.00	132.6%
TOTAL, REVENUES			.43	1.00	132.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	.43	1.00	132.6%
5) TOTAL, REVENUES			.43	1.00	132.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			.43	1.00	132.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			.43	1.00	132.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	38.73	39.16	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38.73	39.16	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			38.73	39.16	1.1%
2) Ending Balance, June 30 (E + F1e)			39.16	40.16	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	39.16	40.16	2.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	9,898.83	38,625.00	290.2%
5) TOTAL, REVENUES			9,898.83	38,625.00	290.2%
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	5,027.75	3,600.00	-28.4%
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			5,027.75	3,600.00	-28.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,871.08	35,025.00	619.0%
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)			4,871.08	35,025.00	619.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	186,949.02	191,820.10	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			186,949.02	191,820.10	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			186,949.02	191,820.10	2.6%
2) Ending Balance, June 30 (E + F1e)			191,820.10	226,845.10	18.3%
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	191,820.10	226,845.10	18.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	209,317.35		
1) Fair Value Adjustment to Cash in County Treasury		9111	(16,896.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			192,421.35		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	601.25		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			601.25		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			191,820.10		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,259.27	1,800.00	-20.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	(10,491.00)	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	18,130.56	36,825.00	103.1%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,898.83	38,625.00	290.2%
TOTAL, REVENUES			9,898.83	38,625.00	290.2%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,027.75	3,600.00	-28.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,027.75	3,600.00	-28.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			5,027.75	3,600.00	-28.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	9,898.83	36,625.00	270.2%
5) TOTAL, REVENUES			9,898.83	36,625.00	270.2%
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		5,027.75	3,600.00	-28.4%
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			5,027.75	3,600.00	-28.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			4,871.08	35,025.00	619.0%
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)			4,871.08	35,025.00	619.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	186,949.02	191,820.10	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			186,949.02	191,820.10	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			186,949.02	191,820.10	2.6%
2) Ending Balance, June 30 (E + F1e)			191,820.10	226,845.10	18.3%
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	191,820.10	226,845.10	18.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
9010	Other Restricted Local	191,820.10	226,845.10
Total, Restricted Balance		191,820.10	226,845.10

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	.22	0.00	-100.0%
5) TOTAL, REVENUES			.22	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			.22	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			.22	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19.04	19.26	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19.04	19.26	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19.04	19.26	1.2%
2) Ending Balance, June 30 (E + F1e)			19.26	19.26	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	19.26	19.26	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	19.26		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			19.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			19.26		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	.22	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			.22	0.00	-100.0%
TOTAL, REVENUES			.22	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	.22	0.00	-100.0%
5) TOTAL, REVENUES			.22	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			.22	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			.22	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19.04	19.26	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19.04	19.26	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19.04	19.26	1.2%
2) Ending Balance, June 30 (E + F1e)			19.26	19.26	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	19.26	19.26	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	3,750.28	3,000.00	-20.0%
4) Other Local Revenue		8600-8799	217,531.80	207,870.00	-4.4%
5) TOTAL, REVENUES			221,282.08	210,870.00	-4.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	220,400.00	220,000.00	-0.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			220,400.00	220,000.00	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			882.08	(9,130.00)	-1,135.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			882.08	(9,130.00)	-1,135.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	277,938.04	278,820.12	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			277,938.04	278,820.12	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			277,938.04	278,820.12	0.3%
2) Ending Balance, June 30 (E + F1e)			278,820.12	269,690.12	-3.3%
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	278,820.12	269,690.12	-3.3%
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	303,303.12		
1) Fair Value Adjustment to Cash in County Treasury		9111	(24,483.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			278,820.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			278,820.12		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	3,750.28	3,000.00	-20.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,750.28	3,000.00	-20.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	219,098.74	200,000.00	-8.7%
Unsecured Roll		8612	3,476.01	2,510.00	-27.8%
Prior Years' Taxes		8613	147.61	160.00	8.4%
Supplemental Taxes		8614	7,743.52	4,000.00	-48.3%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	2,025.92	1,200.00	-40.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	(14,960.00)	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			217,531.80	207,870.00	-4.4%
TOTAL, REVENUES			221,282.08	210,870.00	-4.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	108,396.20	108,396.00	0.0%
Bond Interest and Other Service Charges		7434	112,003.80	111,604.00	-0.4%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			220,400.00	220,000.00	-0.2%
TOTAL, EXPENDITURES			220,400.00	220,000.00	-0.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	3,750.28	3,000.00	-20.0%
4) Other Local Revenue		8600-8799	217,531.80	207,870.00	-4.4%
5) TOTAL, REVENUES			221,282.08	210,870.00	-4.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	220,400.00	220,000.00	-0.2%
10) TOTAL, EXPENDITURES			220,400.00	220,000.00	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			882.08	(9,130.00)	-1,135.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			882.08	(9,130.00)	-1,135.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	277,938.04	278,820.12	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			277,938.04	278,820.12	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			277,938.04	278,820.12	0.3%
2) Ending Balance, June 30 (E + F1e)			278,820.12	269,690.12	-3.3%
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	278,820.12	269,690.12	-3.3%
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	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	2,213.82	2,600.00	17.4%
4) Other Local Revenue		8600-8799	127,726.57	98,189.00	-23.1%
5) TOTAL, REVENUES			129,940.39	100,789.00	-22.4%
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	131,756.26	131,756.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			131,756.26	131,756.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,815.87)	(30,967.00)	1,605.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,815.87)	(30,967.00)	1,605.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	114,180.06	112,364.19	-1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			114,180.06	112,364.19	-1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			114,180.06	112,364.19	-1.6%
2) Ending Balance, June 30 (E + F1e)			112,364.19	81,397.19	-27.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	112,364.19	81,397.19	-27.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	122,230.19		
1) Fair Value Adjustment to Cash in County Treasury		9111	(9,866.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			112,364.19		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			112,364.19		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	2,213.82	2,600.00	17.4%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,213.82	2,600.00	17.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	126,064.39	95,000.00	-24.6%
Unsecured Roll		8612	2,096.99	1,518.00	-27.6%
Prior Years' Taxes		8613	81.52	64.00	-21.5%
Supplemental Taxes		8614	4,629.76	1,307.00	-71.8%
Non-Ad Valorem Taxes					
Other		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	807.91	300.00	-62.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	(5,954.00)	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			127,726.57	98,189.00	-23.1%
TOTAL, REVENUES			129,940.39	100,789.00	-22.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	40,000.00	40,000.00	0.0%
Bond Interest and Other Service Charges		7434	91,756.26	91,756.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			131,756.26	131,756.00	0.0%
TOTAL, EXPENDITURES			131,756.26	131,756.00	0.0%
INTERFUND TRANSFERS					

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 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	2,213.82	2,600.00	17.4%
4) Other Local Revenue		8600-8799	127,726.57	98,189.00	-23.1%
5) TOTAL, REVENUES			129,940.39	100,789.00	-22.4%
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	131,756.26	131,756.00	0.0%
10) TOTAL, EXPENDITURES			131,756.26	131,756.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(1,815.87)	(30,967.00)	1,605.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,815.87)	(30,967.00)	1,605.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	114,180.06	112,364.19	-1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			114,180.06	112,364.19	-1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			114,180.06	112,364.19	-1.6%
2) Ending Balance, June 30 (E + F1e)			112,364.19	81,397.19	-27.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	112,364.19	81,397.19	-27.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	2022-23 Unaudited Actuals			2023-24 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)	465.88	464.50	466.03	450.81	450.81	459.09
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)	465.88	464.50	466.03	450.81	450.81	459.09
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.05	1.05	1.05	1.05	1.05	1.05
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.05	1.05	1.05	1.05	1.05	1.05
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	466.93	465.55	467.08	451.86	451.86	460.14
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	5,180.00	0.00	5,180.00	0.00	0.00	5,180.00
Work in Progress	10,000.00	0.00	10,000.00	440,206.00	10,000.00	440,206.00
Total capital assets not being depreciated	15,180.00	0.00	15,180.00	440,206.00	10,000.00	445,386.00
Capital assets being depreciated:						
Land Improvements	642,134.00	0.00	642,134.00	0.00	0.00	642,134.00
Buildings	12,218,005.00	0.00	12,218,005.00	0.00	0.00	12,218,005.00
Equipment	1,851,092.00	(193,661.00)	1,657,431.00	90,206.00	61,744.00	1,685,893.00
Total capital assets being depreciated	14,711,231.00	(193,661.00)	14,517,570.00	90,206.00	61,744.00	14,546,032.00
Accumulated Depreciation for:						
Land Improvements	(394,484.00)	(27,246.00)	(421,730.00)			(421,730.00)
Buildings	(3,519,545.00)	(1,476,455.00)	(4,996,000.00)			(4,996,000.00)
Equipment	(1,229,491.00)	(15,675.00)	(1,245,166.00)			(1,245,166.00)
Total accumulated depreciation	(5,143,520.00)	(1,519,376.00)	(6,662,896.00)	0.00	0.00	(6,662,896.00)
Total capital assets being depreciated, net excluding lease and subscription assets	9,567,711.00	(1,713,037.00)	7,854,674.00	90,206.00	61,744.00	7,883,136.00
Lease Assets		24,136.00	24,136.00			24,136.00
Accumulated amortization for lease assets		(19,309.00)	(19,309.00)			(19,309.00)
Total lease assets, net	0.00	4,827.00	4,827.00	0.00	0.00	4,827.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	9,582,891.00	(1,708,210.00)	7,874,681.00	530,412.00	71,744.00	8,333,349.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation	53.84%
	Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	
	CEA Deficiency Amount	$360,165.19
	Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2024-25 apportionment may be reduced by the lesser of the following two percentages:	
	MOE Deficiency Percentage - Based on Total Expenditures	0.00%
	MOE Deficiency Percentage - Based on Expenditures Per ADA	0.00%
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	$0.00
	Adjusted Appropriations Limit	$3,335,850.09
	Appropriations Subject to Limit	$3,335,850.09
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	
ICR	Preliminary Proposed Indirect Cost Rate	7.79%
	Fixed-with-carry-forward indirect cost rate for use in 2024-25 subject to CDE approval.	

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2022-23 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

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

Date of Meeting: Oct 04, 2023

To the Superintendent of Public Instruction:

2022-23 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Jessica Bigby
Name
Executive Director of District Fiscal Services
Title
(530) 225-0209
Telephone
jbigby@shastacoe.org
E-mail Address

For School District:

Roxanne Voorhees
Name
Chief Business Official
Title
(530) 357-2134
Telephone
rvoorhees@hvusd.net
E-mail Address

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	2,293,673.33	301	0.00	303	2,293,673.33	305	0.00		307	2,293,673.33	309
2000 - Classified Salaries	1,227,260.68	311	1,560.00	313	1,225,700.68	315	116,503.34	140,835.69	317	1,084,864.99	319
3000 - Employee Benefits	1,664,498.31	321	17,844.12	323	1,646,654.19	325	75,214.55	89,698.53	327	1,556,955.66	329
4000 - Books, Supplies Equip Replace. (6500)	378,279.20	331	1,702.63	333	376,576.57	335	105,006.06	126,726.23	337	249,850.34	339
5000 - Services. . . & 7300 - Indirect Costs	1,365,340.00	341	114,576.00	343	1,250,764.00	345	129,935.31	589,270.83	347	661,493.17	349
				TOTAL	6,793,368.77	365			TOTAL	5,846,837.49	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	1,901,640.30	375
2. Salaries of Instructional Aides Per EC 41011	2100	237,229.45	380
3. STRS	3101 & 3102	446,454.39	382
4. PERS	3201 & 3202	118,228.14	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	54,270.35	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	333,812.61	385
7. Unemployment Insurance	3501 & 3502	9,705.63	390
8. Workers' Compensation Insurance	3601 & 3602	46,513.38	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)	3,147,854.25	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)*	0.00	396
14. TOTAL SALARIES AND BENEFITS	3,147,854.25	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	53.84%	
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)	53.84%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.16%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	5,846,837.49
5. Deficiency Amount (Part III, Line 3 times Line 4)	360,165.19

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

Cost for Special Ed students to attend other LEA's.

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	4,731,572.00	153,718.00	4,885,290.00		148,396.20	4,736,893.80	150,000.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	233,422.00	(228,554.00)	4,868.00	68,086.07	14,554.38	58,399.69	17,183.00
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	1,268,362.00	(871,209.00)	397,153.00	1,015,000.00	146,196.10	1,265,956.90	154,469.00
Net Pension Liability	5,911,921.00	(2,676,997.00)	3,234,924.00			3,234,924.00	
Total/Net OPEB Liability	318,518.00		318,518.00		53,852.00	264,666.00	
Compensated Absences Payable	65,795.00		65,795.00	367.00		66,162.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	12,529,590.00	(3,623,042.00)	8,906,548.00	1,083,453.07	362,998.68	9,627,002.39	321,652.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	7,496,391.43
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	905,841.70
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,550.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	456,946.06
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	170,824.10
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				629,320.16
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				5,961,229.57

Section II - Expenditures Per ADA		**2022-23 Annual ADA/Exps. Per ADA**
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		465.55
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,804.70

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	5,606,037.46	12,623.94
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	5,606,037.46	12,623.94
B. Required effort (Line A.2 times 90%)	5,045,433.71	11,361.55
C. Current year expenditures (Line I.E and Line II.B)	5,961,229.57	12,804.70
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2021-22 Actual**			**2022-23 Actual**		
2021-22 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	2,952,006.97		2,952,006.97			3,335,850.09
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	444.39		444.39			466.93
ADJUSTMENTS TO PRIOR YEAR LIMIT	**Adjustments to 2021-22**			**Adjustments to 2022-23**		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA	**2022-23 P2 Report**			**2023-24 P2 Estimate**		
2022-23 data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the district)						
1. Total K-12 ADA (Form A, Line A6)	466.93		466.93	451.86		451.86
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			466.93			451.86
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	**2022-23 Actual**			**2023-24 Budget**		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	10,533.80		10,533.80	10,535.00		10,535.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	914,871.45		914,871.45	932,341.00		932,341.00
5. Unsecured Roll Taxes (Object 8042)	41,965.58		41,965.58	42,989.00		42,989.00
6. Prior Years' Taxes (Object 8043)	1,001.10		1,001.10	811.00		811.00
7. Supplemental Taxes (Object 8044)	53,848.31		53,848.31	34,353.00		34,353.00

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(47,405.17)		(47,405.17)	(39,984.00)		(39,984.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	974,815.07	0.00	974,815.07	981,045.00	0.00	981,045.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	974,815.07	0.00	974,815.07	981,045.00	0.00	981,045.00
EXCLUDED APPROPRIATIONS						
19a. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			48,158.66			48,158.66
19b. Qualified Capital Outlay Projects						
19c. Routine Restricted Maintenance Account (Fund 01, Resource 8150, Objects 8900-8999)	363,706.71		363,706.71	415,874.00		415,874.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)	363,706.71	0.00	411,865.37	415,874.00	0.00	464,032.66
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	4,714,783.00		4,714,783.00	5,053,813.00		5,053,813.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	710.00		710.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	4,715,493.00	0.00	4,715,493.00	5,053,813.00	0.00	5,053,813.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	9,203,108.17		9,203,108.17	8,178,871.00		8,178,871.00

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	(302,463.30)		(302,463.30)	10,000.00		10,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2022-23 Actual**			**2023-24 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			2,952,006.97			3,335,850.09
2. Inflation Adjustment			1.0755			1.0444
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0507			0.9677
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			3,335,850.09			3,371,429.87
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			974,815.07			981,045.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			56,031.60			54,223.20
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,772,900.39			2,854,417.53
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,772,900.39			2,854,417.53
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			(302,463.30)			4,695.22
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			672,351.77			985,740.22
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			3,075,363.69			2,849,722.31
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			672,351.77			
b. State Subventions (Line D8)			3,075,363.69			
c. Less: Excluded Appropriations (Line C23)			411,865.37			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			3,335,850.09			
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4)			0.00			
SUMMARY	**2022-23 Actual**			**2023-24 Budget**		
11. Adjusted Appropriations Limit						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
(Lines D4 plus D10)			3,335,850.09			3,371,429.87
12. Appropriations Subject to the Limit (Line D9d)			3,335,850.09			

"* Please provide below an explanation for each entry in the adjustments column."

Roxanne Voorhees
Gann Contact Person

(530) 357-2134
Contact Phone Number

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 254,530.13
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. — 0.00
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

No costs.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 4,913,834.46

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 5.18%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. — 0.00

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 349,366.79
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 8,928.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	28,710.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	40,371.17
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	427,375.96
9. Carry-Forward Adjustment (Part IV, Line F)	51,299.21
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	478,675.17
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,551,422.55
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	758,077.19
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	643,987.34
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	37,453.26
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	3,061.85
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	150,751.54
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	738,994.99
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	35,797.52
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	222,844.07
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	6,142,390.31
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	6.96%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	7.79%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	427,375.96
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	52,047.86
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (6.97%) times Part III, Line B19); zero if negative	51,299.21
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.97%) times Part III, Line B19) or (the highest rate used to recover costs from any program (6.97%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	51,299.21
E. Optional allocation of negative carry-forward adjustment over more than one year	

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	51,299.21

Approved indirect cost rate: 6.97%

Highest rate used in any program: 6.97%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	111,657.59	7,782.00	6.97%
01	3010	149,236.31	10,401.00	6.97%
01	3212	260,939.73	17,912.85	6.86%
01	3213	168,652.65	11,755.00	6.97%
01	3216	38,639.75	2,692.46	6.97%
01	3310	84,748.12	5,811.00	6.86%
01	4035	21,642.00	1,508.00	6.97%
01	4127	11,452.00	798.00	6.97%
01	5810	23,599.00	1,644.00	6.97%
01	6266	44,860.47	3,126.00	6.97%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	55,398.30		101,770.51	157,168.81
2. State Lottery Revenue	8560	107,308.32		53,440.86	160,749.18
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		162,706.62	0.00	155,211.37	317,917.99
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	8,424.37		43,670.35	52,094.72
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	23,972.00			23,972.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		32,396.37	0.00	43,670.35	76,066.72
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	130,310.25	0.00	111,541.02	241,851.27
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K–12	2,953,161.63	1,530,258.69	4,483,420.32	369,513.16		4,852,933.48
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	153,936.65	80,894.34	234,830.99	19,354.23		254,185.22
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	147,959.62	80,894.34	228,853.96	18,861.62		247,715.58
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	1,109,948.76	247,187.09	1,357,135.85	111,852.01		1,468,987.86
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	3,061.85	0.00	3,061.85	252.35		3,314.20
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
—	Food Services					6,462.30	6,462.30
—	Enterprise					0.00	0.00
—	Facilities Acquisition & Construction					441,751.40	441,751.40
—	Other Outgo					188,479.92	188,479.92
Other Funds —	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	32,561.47		32,561.47
—	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
—	**Total General Fund and Charter Schools Funds Expenditures**	4,368,068.51	1,939,234.46	6,307,302.97	552,394.84	636,693.62	7,496,391.43

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K–12	2,671,901.21	14,561.69	11,752.66	0.00	217,492.81	0.00	37,453.26			0.00	0.00	2,953,161.63
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	149,574.41	0.00	0.00	0.00	4,362.24	0.00	0.00			0.00	0.00	153,936.65
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	147,959.62	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	147,959.62
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	988,835.33	56,792.22	0.00	8,772.01	54,382.38	1,166.82	0.00			0.00	0.00	1,109,948.76
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		3,061.85	0.00	0.00	0.00	3,061.85
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		3,958,270.57	71,353.91	11,752.66	8,772.01	276,237.43	1,166.82	37,453.26	3,061.85	0.00	0.00	0.00	4,368,068.51

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors Input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	644,001.41	560,195.34	326,061.94	1,530,258.69
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	29,967.49	50,926.85	0.00	80,894.34
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	29,967.49	50,926.85	0.00	80,894.34
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	119,869.97	127,317.12	0.00	247,187.09
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
Total Allocated Support Costs		823,806.36	789,366.16	326,061.94	1,939,234.46

A.	**Central Administration Costs in General Fund and Charter Schools Funds**	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	150,751.54
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	28,710.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	364,005.29
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	8,928.00
5	Total Central Administration Costs in General Fund and Charter Schools Funds	552,394.83
B.	**Direct Charged and Allocated Costs in General Fund and Charter Schools Funds**	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	4,368,068.51
2	Total Allocated Costs (from Form PCR, Column 2, Total)	1,939,234.46
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	6,307,302.97
C.	**Direct Charged Costs in Other Funds**	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	395,078.66
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	395,078.66
D.	**Total Direct Charged and Allocated Costs (B3 + C5)**	6,702,381.63
E.	**Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)**	8.24%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	6,462.30				6,462.30
Enterprise (Objects 1000-5999, 6400-6920)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6700)			441,751.40		441,751.40
Other Outgo (Objects 1000 - 7999)				188,479.92	188,479.92
Total Other Costs	6,462.30	0.00	441,751.40	188,479.92	636,693.62

		Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
		Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)		2,554.19	50,827.13	634,945.26	135,479.79	789,366.16	0.00	326,061.94
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)		FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals	**Description**							
0001	Pre-Kindergarten							
1110	Regular Education, K–12	21.49	21.49	21.49	21.49	22.00		187.00
3100	Alternative Schools							
3200	Continuation Schools							
3300	Independent Study Centers	1.00	1.00	1.00	1.00	2.00		
3400	Opportunity Schools							
3550	Community Day Schools	1.00	1.00	1.00	1.00	2.00		
3700	Specialized Secondary Programs							
3800	Career Technical Education							
4110	Regular Education, Adult							
4610	Adult Independent Study Centers							
4620	Adult Correctional Education							
4630	Adult Career Technical Education							
4760	Bilingual							
4850	Migrant Education							
5000-5999	Special Education (allocated to 5001)	4.00	4.00	4.00	4.00	5.00		
6000	ROC/P							
Other Goals	**Description**							
7110	Nonagency - Educational							
7150	Nonagency - Other							
8100	Community Services							
8500	Child Care and Development Services							
Other Funds	**Description**							
--	Adult Education (Fund 11)							
--	Child Development (Fund 12)							
--	Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors		27.49	27.49	27.49	27.49	31.00	0.00	187.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								65.00
TOTAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	267,760.39		267,760.39
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	96,368.35		96,368.35
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	172,324.80		172,324.80
4000-4999	Books and Supplies	334.83	0.00	0.00	0.00	1,404.44	16,081.23		17,820.50
5000-5999	Services and Other Operating Expenditures	44,320.71	0.00	0.00	0.00	41,560.37	469,793.64		555,674.72
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	44,655.54	0.00	0.00	0.00	42,964.81	1,022,328.41	0.00	1,109,948.76
7310	Transfers of Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00		5,811.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations	247,187.13							247,187.13
	Total Indirect Costs and PCR Allocations	252,998.13	0.00	0.00	0.00	0.00	0.00	0.00	252,998.13
	TOTAL COSTS	297,653.67	0.00	0.00	0.00	42,964.81	1,022,328.41	0.00	1,362,946.89
FEDERAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	49,413.69		49,413.69
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	23,443.00		23,443.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	31,567.31		31,567.31
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	104,424.00	0.00	104,424.00
7310	Transfers of Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00		5,811.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00	0.00	5,811.00
	TOTAL BEFORE OBJECT 8980	5,811.00	0.00	0.00	0.00	0.00	104,424.00	0.00	110,235.00
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								110,235.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
STATE AND LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	267,760.39		267,760.39
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	46,954.66		46,954.66
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	148,881.80		148,881.80
4000-4999	Books and Supplies	334.83	0.00	0.00	0.00	1,404.44	16,081.23		17,820.50
5000-5999	Services and Other Operating Expenditures	44,320.71	0.00	0.00	0.00	41,560.37	438,226.33		524,107.41
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	44,655.54	0.00	0.00	0.00	42,964.81	917,904.41	0.00	1,005,524.76
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations	247,187.13							247,187.13
	Total Indirect Costs and PCR Allocations	247,187.13	0.00	0.00	0.00	0.00	0.00	0.00	247,187.13
	TOTAL BEFORE OBJECT 8980	291,842.67	0.00	0.00	0.00	42,964.81	917,904.41	0.00	1,252,711.89
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)								0.00
	TOTAL COSTS								1,252,711.89
LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)								0.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)								581,245.66
	TOTAL COSTS								581,245.66

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

2021-22 Expenditures	A. State and Local	B. Local Only
1. Enter Total Costs amounts from the 2021-22 Report SEMA, 2021-22 Expenditures by LEA (LE-CY) worksheet, Total Column, for the State and Local Expenditures section and the Local Expenditures section	1,060,276.87	479,596.42
2. Enter audit adjustments of 2021-22 special education expenditures from SACS2023ALL data, not included in Line 1 (explain below) (Funds 01, 09, and 62; resources 0000-2999 & 6000-9999; Object 9793)		
3. Enter restatements of 2022-23 special education beginning fund balances from SACS2023ALL data, not included in Line 1 (explain below) (Funds 01, 09, and 62; resources 0000 - 2999 & 6000 - 9999; Object 9795)		
4. Enter any other adjustments, not included in Line 1 (explain below)		
5. 2021-22 Expenditures, Adjusted for 2022-23 MOE Calculation (Sum lines 1 through 4)	1,060,276.87	479,596.42

C. Unduplicated Pupil Count	
1. Enter the unduplicated pupil count reported in 2021-22 Report SEMA, 2021-22 Expenditures by LEA (LE-CY) worksheet	
2. Enter any adjustments not included in Line C1 (explain below)	
3. 2021-22 Unduplicated Pupil Count, Adjusted for 2022-23 MOE Calculation (Line C1 plus Line C2)	0.00

SELPA: (??)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA. If a member of a SELPA, submit this form together with the 2022-23 Expenditures by LEA (LE-CY) and the 2021-22 Expenditures by LEA (LE-PY) to the SELPA AU. If a single-LEA SELPA, submit the forms to the CDE.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-A worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2022-23 expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year. To ensure the LEA is comparing 2022-23 expenditures to the appropriate comparison year, the LEA is required to complete the Subsequent Years Tracking (SYT) worksheet with their LMC-A worksheet. The SYT worksheet tracks the result for each of the four methods back to FY 2011-12, which is the baseline year for LEA MOE calculations established by the Office of Special Education Programs. The SYT worksheet is available at:http://www.cde.ca.gov/sp/se/as/documents/subseqyrtrckwrksht.xls.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods. These results are necessary both for historical purposes and for the possibility that the LEA may want, or need, to switch methods in future years.

SECTION 1 — Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both. If the LEA meets one of the conditions below, the LEA must complete and include the IDEA MOE Exemption Worksheet available at: http://www.cde.ca.gov/sp/se/as/documents/leamoeexempwrksht.xls

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

2. A decrease in the enrollment of children with disabilities.

3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:

a. Has left the jurisdiction of the agency;

b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or

c. No longer needs the program of special education.

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
3.a	31,169.80	31,169.80
Total exempt reductions	31,169.80	31,169.80

SECTION 2 — Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

SELPA: (??)

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

			State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	110,235.00			
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Awards - Resource 3305 and 3310)	109,263.00			
Increase in funding (if difference is positive)	972.00			
Maximum available for MOE reduction (50% of increase in funding)	486.00	(a)		
Current year funding (IDEA Section 619 - Resource 3315)				
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	16,535.25	(b)		

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)		(c)		
Available for MOE reduction. (line (a) minus line (c), zero if negative)	486.00	(d)		
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).				

THIS SECTION IS NOT APPLICABLE!

If (b) is less than (a).

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).		(e)		
Available to set aside for EIS (line (b) minus line (e), zero if negative)	16,535.25	(f)		

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: (??)

SECTION 3

	Column A	Column B	Column C
	Actual Expenditures (LE-CY Worksheet) FY 2022-23	Actual Expenditures Comparison Year 2021-22	Difference (A - B)
A. COMBINED STATE AND LOCAL EXPENDITURES METHOD			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	1,362,946.89		
b. Less: Expenditures paid from federal sources	110,235.00		
c. Expenditures paid from state and local sources	1,252,711.89	1,060,276.87	
Add/Less: Adjustments required for MOE calculation			
Comparison year's expenditures, adjusted for MOE calculation		1,060,276.87	
Less: Exempt reduction(s) for SECTION1		31,169.80	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	1,252,711.89	1,029,107.07	223,604.82

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE compliance requirement is met based on the combination of state and local expenditures.

	Actual FY 2022-23	Comparison Year 2021-22	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita state and local expenditures.			
a. Total special education expenditures	1,362,946.89		
b. Less: Expenditures paid from federal sources	110,235.00		
c. Expenditures paid from state and local sources	1,252,711.89	1,060,276.87	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		1,060,276.87	
Less: Exempt reduction(s) from SECTION 1		31,169.80	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	1,252,711.89	1,029,107.07	
d. Special education unduplicated pupil count	65.00	61.00	

SELPA: (??)

e. Per capita state and local expenditures (A2c/A2d)	19,272.49	16,870.61	2,401.88

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE compliance requirement is met based on the per capita state and local expenditures.

B. LOCAL EXPENDITURES ONLY METHOD

		Actual FY 2022-23	Comparison Year 2021-22	Difference
1.	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
	a. Expenditures paid from local sources	581,245.66	479,596.42	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		479,596.42	
	Less: Exempt reduction(s) from SECTION 1		31,169.80	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	581,245.66	448,426.62	132,819.04

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE compliance requirement is met based on the local expenditures only.

		Actual FY 2022-23	Comparison Year 2021-22	Difference
2.	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
	a. Expenditures paid from local sources	581,245.66	479,596.42	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE		479,596.42	
	Less: Exempt reduction(s) from SECTION 1		31,169.80	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	581,245.66	448,426.62	
	b. Special education unduplicated pupil count	65.00	61.00	
	c. Per capita local expenditures(B2a/ B2b)	8,942.24	7,351.26	1,590.98

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE compliance requirement is met based on the per capita local expenditures only.

Amounts must be entered in Column B for both sections 3.A and 3.B; if no costs, enter 0.

Roxanne Voorhees — Contact Name

530-357-2134 — Telephone Number

SELPA: (??)

Chief Business Official	rvoohees@hvusd.net
Title	Email Address

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								65.00
	TOTAL BUDGET (Funds 01, 09, & 62; resources 0000-9999)								
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	284,064.00		284,064.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	107,224.00		107,224.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	178,477.00		178,477.00
4000-4999	Books and Supplies	1,000.00	0.00	0.00	0.00	3,000.00	3,750.00		7,750.00
5000-5999	Services and Other Operating Expenditures	80,000.00	0.00	0.00	0.00	20,000.00	470,278.00		570,278.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	81,000.00	0.00	0.00	0.00	23,000.00	1,043,793.00	0.00	1,147,793.00
7310	Transfers of Indirect Costs	7,705.00	0.00	0.00	0.00	0.00	0.00		7,705.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	7,705.00	0.00	0.00	0.00	0.00	0.00	0.00	7,705.00
	TOTAL COSTS	88,705.00	0.00	0.00	0.00	23,000.00	1,043,793.00	0.00	1,155,498.00
	STATE AND LOCAL BUDGET (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)								
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	284,064.00		284,064.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	40,921.00		40,921.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	147,459.00		147,459.00
4000-4999	Books and Supplies	1,000.00	0.00	0.00	0.00	3,000.00	3,750.00		7,750.00
5000-5999	Services and Other Operating Expenditures	80,000.00	0.00	0.00	0.00	20,000.00	462,689.00		562,689.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	81,000.00	0.00	0.00	0.00	23,000.00	938,883.00	0.00	1,042,883.00
7310	Transfers of Indirect Costs	1,577.00	0.00	0.00	0.00	0.00	0.00		1,577.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	1,577.00	0.00	0.00	0.00	0.00	0.00	0.00	1,577.00
	TOTAL BEFORE OBJECT 8980	82,577.00	0.00	0.00	0.00	23,000.00	938,883.00	0.00	1,044,460.00
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								1,044,460.00
	LOCAL BUDGET (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)								

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from State and Local Budget section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								639,507.00
	TOTAL COSTS								639,507.00

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT									65.00
	TOTAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	267,760.39	0.00		267,760.39
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	96,368.35	0.00		96,368.35
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	172,324.80	0.00		172,324.80
4000-4999	Books and Supplies	334.83	0.00	0.00	0.00	1,404.44	16,081.23	0.00		17,820.50
5000-5999	Services and Other Operating Expenditures	44,320.71	0.00	0.00	0.00	41,560.37	469,793.64	0.00		555,674.72
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	44,655.54	0.00	0.00	0.00	42,964.81	1,022,328.41	0.00	0.00	1,109,948.76
7310	Transfers of Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00	0.00		5,811.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	247,187.13								247,187.13
	Total Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,811.00
	TOTAL COSTS	50,466.54	0.00	0.00	0.00	42,964.81	1,022,328.41	0.00	0.00	1,115,759.76
	FEDERAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	49,413.69	0.00		49,413.69
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	23,443.00	0.00		23,443.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	31,567.31	0.00		31,567.31
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	104,424.00	0.00	0.00	104,424.00
7310	Transfers of Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00	0.00		5,811.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	5,811.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,811.00
	TOTAL BEFORE OBJECT 8980	5,811.00	0.00	0.00	0.00	0.00	104,424.00	0.00	0.00	110,235.00
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)									0.00
	TOTAL COSTS									110,235.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
STATE AND LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	267,760.39	0.00		267,760.39
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	46,954.66	0.00		46,954.66
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	148,881.80	0.00		148,881.80
4000-4999	Books and Supplies	334.83	0.00	0.00	0.00	1,404.44	16,081.23	0.00		17,820.50
5000-5999	Services and Other Operating Expenditures	44,320.71	0.00	0.00	0.00	41,560.37	438,226.33	0.00		524,107.41
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	44,655.54	0.00	0.00	0.00	42,964.81	917,904.41	0.00	0.00	1,005,524.76
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	247,187.13								247,187.13
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	44,655.54	0.00	0.00	0.00	42,964.81	917,904.41	0.00	0.00	1,005,524.76
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)									0.00
	TOTAL COSTS									1,005,524.76
LOCAL EXPENDITURES (Funds 01, 09, & 62; resources 0000-1999 & 8000-9999)										
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Spec. Education, Ages 5-22 Nonseverely Disabled (Goal 5770)	Adjustments*	Total
8980	Contributions from Unrestricted Revenues to Federal Resources (from Federal Expenditures section)									0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)									581,245.66
	TOTAL COSTS									581,245.66

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: (??)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA. If a member of a SELPA, submit this form together with the 2023-24 Budget by LEA (LB-B) and the 2022-23 Expenditures by LEA (LE-B) to the SELPA AU. If a single-LEA SELPA, submit the forms to the CDE.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the eligibility standard. To meet the requirement of the Subsequent Years Rule, the LMC-B worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2023-24 budgeted expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year. To ensure the LEA is comparing 2023-24 budgeted expenditures to the appropriate comparison year, the LEA is required to complete the Subsequent Years Tracking (SYT) worksheet with their LMC-B worksheet. The SYT worksheet tracks the result for each of the four methods back to FY 2011-12, which is the baseline year for LEA MOE calculations established by the Office of Special Education Programs. The SYT worksheet is available at: http://www.cde.ca.gov/sp/se/as/documents/subseqyrtrckwrksht.xls.

There are four methods that the LEA can use to demonstrate the eligibility standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods. These results are necessary both for historical purposes and for the possibility that the LEA may want, or need, to switch methods in future years.

SECTION 1 — Exempt Reduction Under 34 CFR Section 300.204

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both. If the LEA meets one of the conditions below, the LEA must complete and include the IDEA MOE Exemption Worksheet available at: http://www.cde.ca.gov/sp/se/as/documents/leamoeexempwrksht.xls.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

2. A decrease in the enrollment of children with disabilities.

3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:

a. Has left the jurisdiction of the agency;

b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or

c. No longer needs the program of special education.

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:	State and Local	Local Only
Total exempt reductions	0.00	0.00

SECTION 2 — Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

SELPA: (??)

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

			State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	110,235.00			
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)	111,038.00			
Increase in funding (if difference is positive)	0.00			
Maximum available for MOE reduction (50% of increase in funding)	0.00	(a)		
Current year funding (IDEA Section 619 - Resource 3315)				
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	16,535.25	(b)		

If (b) is greater than (a).

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)		(c)		
Available for MOE reduction. (line (a) minus line (c), zero if negative)	0.00	(d)		
Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).				

THIS SECTION IS NOT APPLICABLE!

If (b) is less than (a).

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).		(e)		
Available to set aside for EIS (line (b) minus line (e), zero if negative)	16,535.25	(f)		

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:

SELPA: (??)

SECTION 3

A. COMBINED STATE AND LOCAL EXPENDITURES METHOD

		Column A Budgeted Amounts (LB-B Worksheet) FY 2023-24	Column B Actual Expenditures Comparison Year 2022-23	Column C Difference (A - B)
1.	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
	a. Total special education expenditures	1,155,498.00		
	b. Less: Expenditures paid from federal sources	111,038.00		
	c. Expenditures paid from state and local sources	1,044,460.00	1,005,524.76	
	Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		1,005,524.76	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from state and local sources	1,044,460.00	1,005,524.76	38,935.24

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE Eligibility requirement is met based on the combination of state and local expenditures.

		Budgeted Amounts FY 2023-24	Comparison Year 2022-23	Difference
2.	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita state and local expenditures.			
	a. Total special education expenditures	1,155,498.00		
	b. Less: Expenditures paid from federal sources	111,038.00		
	c. Expenditures paid from state and local sources	1,044,460.00	1,005,524.76	
	Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		1,005,524.76	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from state and local sources	1,044,460.00	1,005,524.76	
	d. Special education unduplicated pupil count	65.00	65.00	
	e. Per capita state and local expenditures (A2c/A2d)	16,068.62	15,469.61	599.00

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

SELPA: (??)

B. LOCAL EXPENDITURES ONLY METHOD

		Budget FY 2023-24	Comparison Year 2022-23	Difference
1.	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
	a. Expenditures paid from local sources	639,507.00	581,245.66	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		581,245.66	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	639,507.00	581,245.66	58,261.34

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures only.

		Budget FY 2023-24	Comparison Year 2022-23	Difference
2.	Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on per capita local expenditures			
	a. Expenditures paid from local sources	639,507.00	581,245.66	
	Add/Less: Adjustments required for MOE calculation		0.00	
	Comparison year's expenditures, adjusted for MOE calculation		581,245.66	
	Less: Exempt reduction(s) from SECTION 1		0.00	
	Less: 50% reduction from SECTION 2		0.00	
	Net expenditures paid from local sources	639,507.00	581,245.66	
	b. Special education unduplicated pupil count	65.00	65.00	
	c. Per capita local expenditures (B2a/B2b)	9,838.57	8,942.24	896.33

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

Roxanne Voorhees — Contact Name
Chief Business Official — Title
530-357-2134 — Telephone Number
rvoohrees@hvusd.net — Email Address

SELPA: (??)

Object Code	Description	Adjustments*	Total
TOTAL BUDGET - All Sources			
1000-1999	Certificated Salaries		0.00
2000-2999	Classified Salaries		0.00
3000-3999	Employee Benefits		0.00
4000-4999	Books and Supplies		0.00
5000-5999	Services and Other Operating Expenditures		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)		0.00
7130	State Special Schools		0.00
7430-7439	Debt Service		0.00
	Total Direct Costs	0.00	0.00
7310	Transfers of Indirect Costs		0.00
7350	Transfers of Indirect Costs - Interfund		0.00
	Total Indirect Costs	0.00	0.00
	TOTAL COSTS	0.00	0.00
BUDGET - State and Local Sources			
1000-1999	Certificated Salaries		0.00
2000-2999	Classified Salaries		0.00
3000-3999	Employee Benefits		0.00
4000-4999	Books and Supplies		0.00
5000-5999	Services and Other Operating Expenditures		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)		0.00
7130	State Special Schools		0.00
7430-7439	Debt Service		0.00
	Total Direct Costs	0.00	0.00
7310	Transfers of Indirect Costs		0.00
7350	Transfers of Indirect Costs - Interfund		0.00
	Total Indirect Costs	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources		0.00
	TOTAL COSTS	0.00	0.00
BUDGET - Local Sources			
1000-1999	Certificated Salaries		0.00

SELPA: (??)

Object Code	Description	Adjustments*	Total
2000-2999	Classified Salaries		0.00
3000-3999	Employee Benefits		0.00
4000-4999	Books and Supplies		0.00
5000-5999	Services and Other Operating Expenditures		0.00
6000-6999	Capital Outlay (except objects 6600, 6700, 6910 & 6920)		0.00
7130	State Special Schools		0.00
7430-7439	Debt Service		0.00
	Total Direct Costs	0.00	0.00
7310	Transfers of Indirect Costs		0.00
7350	Transfers of Indirect Costs - Interfund		0.00
	Total Indirect Costs	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (from BUDGET - State and Local Sources section)		0.00
8980	Contributions from Unrestricted Revenues to State Resources		0.00
	TOTAL COSTS	0.00	0.00
UNDUPLICATED PUPIL COUNT			0.00

* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							20,428.12	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	20,428.12
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

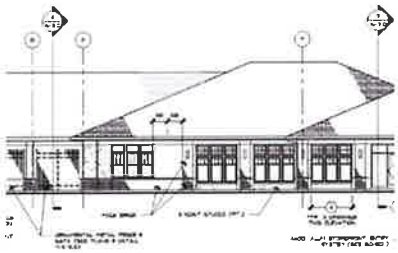
Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	20,428.12	20,428.12







EXTERIOR ELEVATION





SUMMARY OF QUALIFICATIONS FOR

Semingson Architecture & Engineering, Inc.

3233 Brush Street/PO Box 210 (Mail)

Cottonwood, CA 96022

P: 530-347-5500

F: 530-347-7822

Lead Architect: Judy Pate Semingson

IN RESPONSE TO

Happy Valley Union School District

REQUEST FOR PROPOSAL
FOR ARCHITECTURAL SERVICES

Submittal Due Date: September 19, 2023

SEMINGSON
ARCHITECTURE
&
ENGINEERING

September 18, 2023

Happy Valley Union School District
ATTN: Ms. Shelly Craig, Superintendent
17480 Palm Avenue
Anderson, CA 96007

RE: Request for Proposal for Architectural Services

Dear Ms. Craig,

Semingson Architecture & Engineering, Inc. (SAE) welcomes this opportunity to submit our qualifications to the Happy Valley Union School District (HVUSD) for architectural and engineering services specific to the construction of three TK and two Kindergarten classrooms as well as future modernization and new construction projects as identified in the HVUSD RFQ dated August 29, 2023. The team at SAE has worked on numerous schoolhouse new construction and modernization projects for many districts for over 30 years including modernizations at both Happy Valley campuses and the gymnasium at Happy Valley Elementary School. We bring to your District a design team fluent in the successful completion of these types of unique and DSA-governed projects. Knowing your District will have a number of SOQ's to evaluate, we have been as concise as possible in our response to your RFQ. Should any additional information be desired, please do not hesitate to request and we will get it to you as quickly as possible.

Our firm has worked successfully with many Shasta, Tehama, Trinity and Modoc County school districts on a multitude of projects in the recent past. With this SOQ, it is our goal to introduce our team to your district with the hope that we may interview with you to discuss what we offer to our school district clients in more detail. As you know, most architecture firms provide the same range of services. The real difference between us and other firms is that we offer a very personalized teamwork approach as well as a breadth of assistance that go above and beyond the standard realm of architectural services (such as facilitation of funding applications and soliciting proposals from IORs) without charging for every unanticipated hour spent on a project. We do this to ensure that the experience of navigating the seemingly endless tasks required to bring facility improvement goals to fruition is as painless, and cost efficient, for our clients as possible. Please note that SAE regularly provides Project Management for projects of this size which eliminates the need for, and cost of, employing a project management firm.

With this proposal, our intent is to show you that our firm is not only qualified but very interested in working with the HVUSD. SAE is of a unique size and philosophy that allows us to provide significant production capability with a smaller group of people, which in turn allows us to offer more customized service to our clients. We provide a tried and tested design team that can work efficiently to accommodate time constraints while providing detailed program evaluation and ensuring that your project accommodates specified budgetary parameters as well as programmatic requirements. We fully understand the range of work described in the RFQ.

Judy Semingson will be the Principal Architect for your District, is your contact person for all projects and is the person Authorized to Sign Agreements and represent SAE in matters related to this SOQ. Judy's signature below warrants that all information contained within this SOQ is true and accurate.

Sincerely,
SEMINGSON ARCHITECTURE & ENGINEERING, INC.

Judy P. Semingson
Architect, License #C-24582
Addenda Received: Per the HVUSD website, no addenda were issued for this RFP.

1. Years in Business: 33

2. Location of Office:
   Business Address: (This office will perform the work required by the RFQ)
   Physical: 3233 Brush Street
   Mail: PO Box 210
   Cottonwood, CA 96022

3&4. List of Basic Services (anticipated to be the same as basic services provided by firm under Basic agreement):

ARCHITECTURE
- Architectural Design
- Construction Documents
- Bidding and Negotiation
- Construction Administration

PLANNING
- Feasibility Studies/Analysis
- Site Selection
- Master Planning

PROGRAMMING AND ECONOMICS
- Architectural Programming
- Funding Options
- State Applications
- State Funding Access

SPACE PLANNING
- Space Design
- Colors, Finishes and Furnishings

Additional Information

Type of Firm: Corporation

Senior members and length of association:
Thomas R. Semingson (C-13296) 33 years
Judy Pate Semingson (C-24582) 33 years

Legal Name of Firm: Semingson Architects, Inc.
DBA: Semingson Architecture & Engineering, Inc.

List of Additional Services provided by Firm Under Basic State of California School Building Program Agreement Fee: Assistance with funding applications, solicitation for and selection of IOR's, solicitation for and selection of testing and inspection laboratory, assistance with selection of furniture and non-fixed real assets, general assistance in any/all areas to our clients to ensure the project is completed to their satisfaction.

Please provide information on all school projects of similar scope and size completed in the past ten (10) years.

Semingson Architecture & Engineering, Inc., has provided architecture and engineering services to many school districts for the past 30+ years. Projects have ranged from simple remodels to campus-wide modernizations to construction of brand-new facilities. We enjoy lengthy and ongoing relationships with a number of districts which we believe is testimony to how we perform for our clients.

The partial list below identifies projects of similar size and scope per the RFQ. A more complete list of projects immediately follows this section.

TK/K Classroom Conversion/Lewiston Elementary School
Status: Bidding
Client: Lewiston ESD, Mary Thoreson, Superintendent
Funding Source: OPSC TK/K Facilities Grant Program Funding

Two New TK/K Classrooms/Flournoy Elementary School
Status: DSA Approved, Bidding to Start in September 2023
Client: Flournoy ESD, Rachel Davis, Superintendent
Funding Source: OPSC TK/K Facilities Grant Program Funding

Three New TK/K Classrooms/West Street Elementary School
Status: Completed 9/2023
Client: Corning UESD, Heather Igarta, CBO
Funding Source: OPSC TK/K Facilities Grant Program Funding

Three New TK/K Classrooms/Lassen View Elementary School (Los Molinos)
Status: At DSA
Client: Lassen View ESD, Jerry Walker, Superintendent
Funding Source: OPSC TK/K Facilities Grant Program Funding

Three New TK/K Classrooms/Gerber Elementary School
Status: DSA Approved, Bidding to Start October 2023
Client: Gerber ESD, Jenny Montoya, Superintendent
Funding Source: OPSC TK/K Facilities Grant Program Funding

Three New TK/K Classrooms/Lassen View Elementary School (Redding)
Status: Under Construction
Client: Enterprise ESD, Ron Cushman, Director M&O
Funding Source: Local Bond

Two New Classrooms/Anderson Heights Elementary School, Anderson
Status: Under Construction
Client: Cascade UESD, Jason Provence, Superintendent
Funding Source: Local Bond

Three New Portable Classrooms/Tree of Life Charter School, Anderson
Status: Under Construction
Client: Tree of Life Charter School, Deborah Wallace, Superintendent
Funding Source: District

Eight New Classrooms and associated Toilet Rooms/Tree of Life Charter School, Anderson
Status: DSA Approved, Awaiting Bid Schedule
Client: Tree of Life Charter School, Deborah Wallace, Superintendent
Funding Source: Charter New Construction Funding

Four New TK/K Classrooms/North Cottonwood Elementary School
Status: Completed 2020
Client: Cottonwood UESD, Doug Geren, Superintendent
Funding Source: District

Two New Portable Classrooms/Woodson Elementary School
Status: Completed 2014
Client: Corning UESD, Heather Igarta, CBO
Funding Source: District

Supplemental Ten-Year Project List

Educational

New Shade Structures for Shasta Meadows, Parsons and Lassen View Elementary Campuses, Redding, CA
Eight New Classrooms and Four New Toilet Rooms for Vista Preparatory Academy Campus, Red Bluff, CA
Toilet Room Accessibility Upgrades for the Alta Mesa Elementary School, Redding, CA
Administration Wing Addition and Remodel for the Alta Mesa Elementary School Campus, Redding, CA
New Gymnasium for Mistletoe Elementary School, Redding CA
Gymnasium Expansion for Boulder Creek Elementary School, Redding, CA
Administrative Addition at Mistletoe Elementary School, Redding, CA
Preschool Remodel, Shasta County Head Start, City of Shasta Lake, CA
New TELA/Data Center Building, Tehama County Office of Education, Red Bluff, CA
New District Office for Corning Elementary School District, Corning, CA
Campus-Wide Accessibility Upgrades, Junction Elementary School, Palo Cedro, CA
New Track, Southern Trinity High School, Bridgeville, CA
New Special Education Building, Tehama County Office of Education, Gerber, CA
District-Wide Modernization, Scott Valley Unified School District, Fort Jones, CA
Geo-Thermal Retrofit, Modoc Joint Unified School District, Alturas, CA
New Classroom Building, Shasta County Head Start, Anderson, CA
New Bus Barn Building, Happy Valley Elementary School, Anderson, CA
District-Wide Modernization, Junction Elementary School District, Palo Cedro, CA
New STEM Campus, Maywood DaVinci Campus, Corning, CA
Gymnasium/Kitchen Renovation, Cascade Union Elementary School District, Anderson, CA
DSA PC Approved Modular Classroom, Modern Building Systems, Aumsville, OR
Re-roof Projects, Modoc Joint Unified School District, Alturas, CA
Master Plan, Red Bluff Union Elementary School District, Red Bluff, CA
Portable Restroom Building, Gateway Unified School District, Redding, CA
District Wide Projects, Corning Union Elementary School District, Corning, CA
Three Classroom Building, Van Duzen Elementary School, Bridgeville, CA
New Kitchen/Cafeteria Building, Red Buff Union Elementary School District, Red Bluff, CA
New Relocatable Buildings, Corning Elementary School District, Corning, CA
Master Plan/Bond Measure, Colusa Unified School District, Colusa, CA
Master Plan/Bond Measure, Southern Trinity Joint Unified School District, Bridgeville, CA
Classrooms/Library Building, Southern Trinity High School, Bridgeville, CA
Various Projects, Southern Humboldt Joint Unified School District, Southern Humboldt, CA
South Fork High School Kitchen/Cafeteria, Miranda, CA
Whitethorn Elementary School Kitchen/Cafeteria, Whitethorn, CA
Agnes J. Johnson Elementary Kitchen Renovation, Weott, CA
Casterlin Elementary School Kitchen Renovation, Blocksburg, CA
Toilet Room Conversion, Surprise Valley High School, Cedarville, CA
New Gymnasium, Bangor Elementary School, Bangor, CA
New Gymnasium, Happy Valley School District, Anderson, CA
Kitchen Addition/Remodel, Big Springs Elementary School, Montague, CA
ERC Campus, Live Oak School, Shasta County Office of Education, Redding, CA
New Multi-Purpose Building, Live Oak School, Redding, CA
Special Education Facility, Tulelake High School, Tulelake, CA
New Cafetorium, Kelseyville Elementary School, Kelseyville, CA
New Gymnasium, Bella Vista Elementary School, Palo Cedro, CA
Multiple Projects, Modoc Unified School District, Alturas, CA
Surprise Valley Special Education Classroom, Modoc County Office of Education, Surprise Valley, CA

Modernization Projects
Enterprise Elementary School District
Scott Valley Unified School District
Big Springs Elementary School District
Junction Elementary School District
Cascade Union Elementary School District
Southern Trinity High School Re-roof
Southern Humboldt Joint Unified School District
Happy Valley Elementary School District
Happy Valley Primary School District
Thermalito Union Elementary School District- Sierra Avenue School
Williams Unified School District - Williams High School
Grenada Elementary School District
Prairie Elementary School District
Pacheco Elementary School District
Big Springs Union School District
Modoc Joint Unified School District - North Wing
Modoc - Alturas Elementary School District
Modoc Joint Unified School District - South Wing
Modoc Joint Unified School District - Arlington School District
Modoc High School District - North Wing
Modoc Joint Unified School District - South Fork School District

Commercial
New Museum – Willows Air Museum, Willows, CA
New Ace Hardware Rental Facility, Redding, CA
Facility Remodel/Expansion for Redding Oil, City of Shasta Lake, CA
Shingletown Pizza Fire Restoration, Shingletown CA
New Museum Building, Northern California Veterans Museum, Cottonwood, CA
New Museum/Office Facility for the Eaton Gift, Redding, CA
New Service Center, Lassen Municipal Utility District, Susanville, CA
New Five-Building Campus, Work Train Center, Chico, CA
New Evidence Storage Building, City of Red Bluff, Red Bluff, CA
New Drive-thru Coffee Shop, Duivenvoorden Farms, Cottonwood, CA
New Seasonal Housing Building, Corning, CA
New Office and Warehouse Building, Allen Gill Construction, Palo Cedro, CA
New Administration Building, Susanville Community Church, Susanville, CA
New Pool House Building, Lake California Property Owner's Association, Cottonwood, CA
Manufacturing Facility Renovation, Ted Pella, Inc. Redding, CA
Commercial Remodel for Lassen County Dept. of D.A., Defender, Probation and CSS, Susanville, CA
New Facility, Lassen Canyon Nursery, Redding, CA
New Dormitory Residence, Teen Challenge, Redding, CA
Renovation, Best Western Hotel, Redding, CA
City of Red Bluff, Airport Restaurant Remodel, Red Bluff, CA
Remodel, Tehama County Search & Rescue Building, Red Bluff, CA
City of Orland Recreation Center Phase II Addition, Orland, CA
New Clubhouse for Shasta Trinity Fly Fishers, Clover Creek Preserve, Redding, CA
Tenant Improvement, 36,000 SF Orthopaedics Offices, Redding, CA
North State Grocery Headquarters Remodel, Cottonwood, CA
Holiday Market Store Remodel, Cottonwood, CA
New Fire Station, Lewiston, CA
Interior Remodel, Shasta Family YMCA, Redding, CA

Phases 1-6, Interior Remodel at Clubhouse, Lake California Property Owner's Association, Cottonwood, CA
Building Additions, Northstate Truck Equipment, Redding, CA
New Fire Station, Anderson Fire Protection District, Anderson, CA
New Restaurant, Dry Creek Station, Bella Vista, CA
Addition/Remodel, Spalding Community Services District, Susanville, CA
New Restaurant, Vittles, Anderson, CA
Remodel, First Baptist Church, Cottonwood, CA
New Library, Cottonwood Community Library, Cottonwood, CA (A non-profit organization)
Tuscany Villas Clubhouse, Redding, CA
New Korean Baptist Church, Redding, CA
New Ace Hardware Store, Anderson, CA
New Community Center/Gymnasium, City of Orland, Orland, CA
New Kidding Barn and Cheese Production Facility, Curds and Whey, Cedarville, CA
La Quercias Townhouses, Redding, CA
Ridgestone Villas Condominiums, Redding, CA
Residence to Preschool Conversion, Feasibility Study, Mt. Calvary Church, Redding, CA
New Rancho Road Commercial Condominiums, Redding, CA
Addition/Remodel, Spoon Accounting, Cottonwood, CA
Mojave Valley Fire Department, Laughlin, NV
New Office Building, Japan Auto Parts, South San Francisco, CA

Medical
Tenant Improvement for New Office Space for Dr. Lagoc, Redding, CA
Surgery Center Remodel, Shasta Orthopaedics & Sports Medicine, Redding, CA
Placement of New MRI, Shasta Orthopaedics & Sports Medicine, Redding, CA
Tenant Improvement, 36,000 SF Orthopaedic Medical Offices, Redding, CA
New Clinic, Anderson Medical Walk-In Clinic, Anderson, CA
New Cashier Area, MD Imaging, Redding, CA
Tate Surgery Center, Redding, CA
12,000 SF Medical Sleep Center, Dr. Trevor, Redding, CA
New Transcription Room, MD Imaging, Redding, CA
New PET/CT Room, MD Imaging, Redding, CA
MRI Room Remodel, MD Imaging, Redding, CA
New Nuclear Medicine Wing, MD Imaging, Redding, CA
Complete Interior Redesign, Cottonwood Veterinarian Clinic, Cottonwood, CA

Subdivisions
Brooks Valley Subdivision, Redding, CA
Samaire Glen Senior Housing, Redding, CA
Tuscany Villas Senior Housing, Redding, CA

Tribal
Mojave Crossing Event Center, Fort Mojave Indian Tribe, Fort Mojave, NV

Other (Pro Bono)
Shade Structure at Cottonwood Community Center, Cottonwood, CA
Shade Structure at the Veteran's Cemetery, Igo, CA
Overlook Shade Structure at Heart Rate Hill (Part of Keswick Dam Trail), Redding, CA
Palo Cedro Community Park, Toilet Facility Building, Palo Cedro, CA

Architecture and Engineering Team:

ARCHITECTURE

Principal Architect:	Judy P. Semingson, Licensed California Architect
Consulting Project Architect:	Thomas R. Semingson, Licensed California Architect
Project Manager:	Gary McGuire
Executive Administrator:	Maddy Brindley

The personnel identified above will be involved throughout the life of the project from design development through occupancy. Semingson Architecture & Engineering, Inc., takes great pride in the fact that this is the *only* way we do business -- your architect is yours for the duration of the project. It is because of the effectiveness of this approach that our firm enjoys so much repeat business.

Principal Architect

Judy Semingson will be your architect, a primary contact and contract administrator for your project. Judy will direct and oversee the space planning and design development efforts and review code requirements as the design develops. Judy is responsible for contracting and coordination with the consultants. Judy will be with your project from its inception through its satisfactory completion and is ultimately responsible for the successful design and completion of your project.

Consulting Project Architect

Given his experience with schoolhouse architecture in the Northern California region, Tom will provide insight and assistance with all aspects of the design, DSA approval, bidding and construction processes.

Project Manager

Gary McGuire is responsible for the accurate preparation and coordination of the construction documents. He also works directly with our consultants as design decisions are made to insure all systems are compatible with the design goals as well as established budget.

Executive Administrator

Maddy Brindley is responsible for contract management, coordination of timelines with all consultants and takes the lead on communications with all State Agencies. Maddy is the gatekeeper for all critical timelines and works tirelessly to make sure deadlines are met or exceeded.

Consulting Engineers:

Semingson Architecture & Engineering, Inc., has an excellent working relationship with a number of consulting engineers. Our ongoing goal is to work with those consultants who are best suited for the project at hand -- in terms of design ability and experience, availability, and cost amongst other determining factors. We are very serious about building the right team for each and every project, which may result in our contracting with consultants other than those referenced below.

Depending upon the approach taken for the new classrooms (stick-built or a modular system), SAE recommends the following firms for the scope of work proposed by the Happy Valley Union School District. You will note that many of our consultants are part of the PACE Engineering company. We have found that having civil, mechanical and electrical engineering services all under one roof has greatly simplified inter-disciplinary communication as well as reduced the time needed to complete projects.

CIVIL ENGINEER

FIRM:	PACE Engineering, Inc.
ENGINEERS:	Seth Petrie
LICENSE INFORMATION:	CA License #72333
ADDRESS:	5155 Venture Parkway, Redding CA 96002

STRUCTURAL ENGINEER

FIRM:	Response Engineering, Inc.
ENGINEER:	Todd Kemen
LICENSE INFORMATION:	CA License #S5409
ADDRESS:	5441 Fair Oaks Blvd., Suite G2 Carmichael, CA 95608

MECHANICAL ENGINEER

FIRM:	PACE Engineering, Inc.
ENGINEER:	Adam Miller
LICENSE INFORMATION:	CA License #M40501
ADDRESS:	5155 Venture Parkway, Redding CA 96002

ELECTRICAL ENGINEER

FIRM:	PACE Engineering, Inc.
ENGINEER:	Bryan Barnes
LICENSE INFORMATION:	CA License #E22549
ADDRESS:	5155 Venture Parkway, Redding CA 96002

In addition to the firms identified above, we also work closely with the following entities:

NorthStar Engineering, Civil Engineering
Sharrah Dunlap Sawyer, Civil Engineering
Sacramento Consulting Engineers, Electrical and Mechanical Engineering
M/E Systems, Mechanical Engineering
Frontier Consulting Engineers, Mechanical Engineering

We look forward to talking with you in detail about consultants that have performed well for your District, and welcome suggestions for those who might be the right addition to our design team.

JUDY PATE SEMINGSON
Principal Architect

EDUCATION AND PERSONAL ACHIEVEMENT

- Licensed in California, Architecture License No. C-24582
- BA Architecture, California Polytechnic State University, San Luis Obispo, California
- University of Copenhagen, Denmark - International Design Student, 1988-1989
- University of Oregon, Eugene - Exchange Student: Passive Solar Studies/Adaptive Reuse emphasis, Winter, 1988
- Dean's and President's Honors Graduate
- Phoebe Hearst Memorial Scholarship Recipient
- Tau Sigma Delta - Architecture Honor Society - Member

CAREER & PERSONAL EXPERIENCE

- AutoCAD 2020 - Trained Operator
- Board of Trustees, Cottonwood Union Elementary School, 2014-2020
- President, Board of Trustees, Cottonwood Creek Charter School, 2010-2016
- Cottonwood Community Library – Past President
- Business & Professional Women - Vice President, Board of Directors
- City of Redding, Community Development Advisory Committee, Member
- Redding Symphony Orchestra - Financial Secretary, Board of Directors
- Leadership Redding - 1991 Graduate
- Community Partnership for Education - Annual Speaker
- Success Network - President, Board of Directors
- Redding Youth Gang Task Force - Co-Chairperson
- Salvation Army - Advisory Board Member

PROJECT EXPERIENCE

Judy has always been intrigued and involved with the world of design. Working as a graphic artist while completing her architecture degree helped Judy refine her sense of balance, rhythm, and beauty and how these elements could be best integrated into the built environment. Judy also took full advantage of her University years to explore a multitude of social, cultural, and physical environments and the nature of the architectural solutions responsive to those diverse conditions. Judy has been able to fully utilize this wealth of experience as Architect and Project Manager on a number of Educational, Commercial, Retail, and Medical Facility projects. Judy responds with a great depth of comprehension and creativity to a diverse variety of client needs while developing design solutions which are functional yet as dynamic and aesthetically pleasing as the budget allows.

SUMMATION & GOALS

My primary and unchanging professional goal is to provide unsurpassed service and uncompromising designs for all clients. In order to achieve this goal, I am committed to continue to keep in touch with the ever-changing technologies and resources available to the design profession.

THOMAS R. SEMINGSON
Consulting Architect

EDUCATION AND PERSONAL ACHIEVEMENT

- Redding Rotary President 2014-2015
- Greater Redding Chamber of Commerce: President 1993
- Rotary International: Member
- Courses in stagelighting design and set design: U.C. Berkeley
- Graduate: CED Berkeley 1973 AB Degree
- California Board of Corrections Jail Technology Symposium: Participant
- Shasta County Development Task Force: Planning and Regulatory Committee Member
- BSA: Eagle Scout and God and Country Award
- Photography and Darkroom Expertise
- Member, YMCA Board of Directors

PROFESSIONAL AFFILIATION

- Licensed in California, Architecture License No. C-13296
- Architecture for Justice Committee: Participant
- ICBO: Jail Lecture and Tour: Participant
- U.C. Extension: Administration of Public Works Construction Contracts: Participant

PROJECT EXPERIENCE

I have provided Architectural Services in Shasta County since 1977. I have participated in the Design, Construction Document Development & Construction Administration of several Multi-Purpose, Commercial and School projects. In addition to my continuing role in multi-purpose and educational facility design, I also have substantial experience with a variety of other county agencies. I provide a range of services from programming and site evaluation to the development of needs assessment packages. I have taken a key role in the development of several pre-design studies, and have made successful project presentations to the Board of Supervisors of four Northern California Counties and work with several school boards on an ongoing basis.

SUMMATION AND GOALS

I fully intend to continue my successful career as an Architect, to further involve myself in community activities and concerns, and to continue to spend quality time with my family, friends and clients.

GARY MCGUIRE
Lead Draftsman, Production Manager

EDUCUATION & PERSONAL ACHIEVEMENT

- Graduate, Career Academy, AutoCAD and Drafting Technology, 2001

CAREER & PERSONAL EXPERIENCE

- Joined Semingson Architecture & Engineering, Inc. in 2018
- Structural Steel Detailer, Fife Metal Fabricating
- Project Draftsman, Horizon One Construction
- AutoCAD Draftsman/ Engineer Technician, CHEC Management Systems, Inc.
- Extensive knowledge of and experience working with California Building Codes including adoptions and variations specific to various city, county and state building authorities
- Extensive knowledge of the construction industry including materials and methods of construction
- Freelance 3D modeler for the video game industry
- 25+ years of hands on computer experience

PROJECT EXPERIENCE

Gary has provided detailed drafting support for school house, commercial, multi-family and industrial projects for many years. Gary understands construction methodologies and works diligently to coordinate all disciplines of a project to insure a smooth construction process.

EDUCATIONAL FACILITY EXPERIENCE

Cottonwood Creek Charter School Gym – Lead Draftsman
Mistletoe Gym – Lead Draftsman, Project Manager
Meadowlane Gym – Lead Draftsman, Project Manager
West Street Gym – Lead Draftsman, Project Manager
West Street Kindergarten – Lead Draftsman, Project Manager
West Street 9-Wing Classrooms – Lead Draftsman, Project Manager
Cascade Union ESD District Office Remodel – Lead Draftsman
Red Bluff Union ESD Vista Classrooms – Lead Draftsman

SUMMATION & GOALS

Gary and his wife both love the outdoors and on most weekends with fair weather, you will find them camping somewhere in the beautiful mountains that surround us. Gary also loves working on cars and all things mechanical, a serious hobby that has positively influenced the way he approaches the fine detailing required for many building projects.

MADDY BRINDLEY
EXECUTIVE ASSISTANT

EDUCATION AND PERSONAL ACHIEVEMENT

- MBA, California State University, Chico
- BS Textiles and Clothing, University of California, Davis
- Frank McArthur Scholarship Recipient
- Kappa Kappa Gamma - Member

CAREER & PERSONAL EXPERIENCE

- Executive Assistant – Semingson Architecture & Engineering - Current
- Business Owner – Roaming Poppy Boutique – Current
- Shasta County District Attorney's Office – Office Assistant
-

PROJECT EXPERIENCE

Maddy has been a key Semingson team member for nearly a year. She is a great addition to our administrative team. Maddy brings new ideas to the table and helps keep the office running smoothly. She is focused and detail oriented and contributes to all projects from start to finish. She helps facilitate projects and makes sure all deadlines are met. Maddy has helped our office attain many CDE approvals for school projects. She has also helped our school clients attain over ten million dollars in state funding.

SUMMATION & GOALS

My primary goal is to continue expanding my knowledge of architecture and engineering and continue building my skillset in this industry. I strive to be a driving force to manage project timelines, prioritize shifting schedules, and maintain strong relationships with clients.



SETH A. PETRIE
Principal Engineer

ROLE

Principal-in-Charge

Department Head

Project Manager

Civil Engineer

EDUCATION

BS, Civil Engineering, California State University, Chico, 2003

PROFESSIONAL REGISTRATIONS

California, Civil Engineer, 2008

MEMBERSHIPS

American Society of Civil Engineers (ASCE)

California Stormwater Quality Association (CASQA)

OVERVIEW

Mr. Petrie has been a member of the PACE Engineering team since 2005 and is a principal stockholder in the firm. He is the head of PACE's Land Development Department and has well-rounded experience in land development and municipal engineering. Mr. Petrie has experience in the following areas:

- Land Development Design for Commercial, Residential, Education, Medical, and Municipal Projects
- Subdivision Design and Site Planning
- Hydrology and Stormwater Quality Analysis
- Storm Water Collection Design/MS4 LID Design
- Water Distribution and Sewage Collection Design
- GIS Infrastructure Mapping

KEY PROJECTS

Land Development Planning and Design
Mr. Petrie has been a Project Engineer and Project Manager involved in all phases of land development planning and design. This work has involved representation of clients with municipal agencies, obtaining government approvals, design of roads, drainage systems, water distribution systems, and sewer collection systems for subdivisions and planned developments.

Grading and Utility Design/Site Development
Mr. Petrie has been a Project Engineer and Project Manager for the development of improvement plans for various residential, commercial, and institutional/municipal site development projects. These projects have covered a wide cross-section of uses including retail commercial, office complexes, apartments, medical facilities, schools, public safety, water and wastewater treatment plants, tank sites, and treatment ponds.

City Engineering Services
Mr. Petrie is currently acting as City Engineer for the Cities of Anderson, Yreka, Weed, Mt. Shasta, Dunsmuir, and Siskiyou County.

Mr. Petrie has been involved with design and project management responsibilities on the following PACE Engineering projects:

- College of the Siskiyous Master Plan, Parking Lot Rehabilitation, and Fire Tower Projects
- Shasta College Infrastructure Upgrade/Campus Security/Veterans Building/Athletic Fieldhouse Projects
- Shasta College Regional Public Service Training Center Classrooms, Fire Towers, and Parking Lot Projects.
- West Street Elementary School Gym and Classrooms Project
- Weed Elementary School Campus Replacement Project
- Meadowlane Elementary School Gym and Parking Lot Project
- Gerber Elementary School Bus Loop and Classroom Project
- Butte County Morgue and Evidence Storage Buildings

RESPONSE
STRUCTURAL ENGINEERS

Todd G. Kemen, SE

CEO/Structural Engineer

Professional Resume

January 2023

PROFESSIONAL SUMMARY



With 19 years of experience in the engineering industry, Todd Kemen has completed a wide variety of commercial, and public projects. Todd is proficient with commercial structures based on the California Building Code, as well as school and institutional projects whose designs adhere to the regulations of the Division of the State Architect (DSA), the Office of Statewide Health Planning and Development (OSHPD), and Caltrans.

Throughout his career, Todd has had the opportunity to design multiple types of projects using a wide array of structural materials. On most of these projects Todd has overseen the construction phase and has extensive experience in specification formulation and review. As he has demonstrated throughout his career, Todd's view is that project success requires more than just good design – it requires solid execution and cooperation with the construction team.

Todd has also invested time giving back to the community and the profession, performing pro bono engineering services for public art projects and for non-profit organizations such as the American Legion. Passionate about introducing future generations to the profession, he has visited high school classes and scout troops to introduce students to structural engineering. He has also served at the highest levels of the Structural Engineers Association of California (SEAOC).

EDUCATION

- 2003: Bachelor of Science, University of the Pacific
  - Major: Civil Engineering
  - Minor: Engineering Management

PROFESSIONAL REGISTRATIONS

- California SE 5409
- California CE 68561
- Arizona CE 69659
- Georgia PE 45896
- Idaho CE 18810
- Nevada CE & SE 24864
- New Mexico CE 24465
- Ohio PE 85985
- Oregon PE 92590
- Texas PE 138410
- Tennessee PE 126398
- Utah CE & SE
- Washington CE 56209

AFFILIATIONS

- Structural Engineers Association of Central California (President 2017-2018)
- Structural Engineers Association of California (Board of Directors 2017-2019)
- American Society of Civil Engineers
- International Code Council
- Tau Beta Pi, Engineering Honors Society
- AISC: American Institute of Steel Construction

RELEVANT PROFESSIONAL EXPERIENCE

• USS Posco Industries: Various Waste Tank Assessments including Anchorage and seismic retrofit of existing large tanks	Antioch, CA
• McKenney Elementary Gymnasium and Modernizations	Marysville, CA
• Rio Vista High School Performing Arts and Classroom Modernizations	Rio Vista, CA
• Yuba Gardens Middle School Library and Gymnasium	Olivehurst, CA
• Delta Community College Shop Building Improvements	Stockton, CA
• Auburn Lake Trails Water Treatment Plant	Cool, CA
• Glen Willow Multi Plate Arch Culvert Design	Placer County, CA
• Hydraulic Intake/Outlet Structures at Carson Creek Corporate Center	El Dorado Hills, CA
• Turtle Bay Administration/Arboretum Buildings	Redding, CA
• Shasta Family YMCA Renovation	Redding, CA
• Butte Community College Student Center Remodel	Oroville, CA
• New SMUD Vault under Elks Tower	Sacramento, CA
• Equipment and Utility Seismic Bracing at CALSTRS Tower	West Sacramento, CA
• Kaiser Davis Medical Office Building	Davis, CA
• Vallejo Medical Center Pharmacy Upgrade	Vallejo, CA
• Numerous Cell Towers for T-Mobile and Verizon	Multiple locations
• Numerous Retaining Walls and Site Structures	Multiple locations
• OSHPD Special Seismic Pre-Approvals for Control Panels and Transformers	Multiple locations



BRYAN M. BARNES
Associate Engineer

ROLE

Electrical Engineer

EDUCATION

BS, Electrical and Computer Engineering, Oregon State University, Corvallis, 2014

PROFESSIONAL REGISTRATIONS

California, Electrical Engineer, 2018

MEMBERSHIPS

Institute of Electrical and Electronic Engineers (IEEE)

OVERVIEW

Mr. Barnes has been a member of the PACE Engineering team since 2016. He is a stockholder and has extensive experience in the electrical power and lighting, fire alarm, control, and technology design of educational, commercial, industrial, healthcare, and municipal facilities, including:

- Engineering Reports
- Arc Flash Analysis and Protective Device Studies
- Construction Documents
- Start-up, Testing, and Inspection
- Conformance to California Building Energy Efficiency, HCAI, DSA, and LEED Standards

KEY EXPERIENCE

Power Design

- Coordination with electric utility for electrical services.
- Site plan and one-line diagrams showing power distribution, connection points, and devices throughout the area of work.
- Complete panelboard schedules and load, short circuit, and voltage drop calculations in accordance with the CEC.
- Title 24 Electrical Distribution Compliance Forms.
- Standby generation and photovoltaic system design.
- Electrical specifications and details.

Lighting Design

- Interior and exterior lighting calculations and control requirements in accordance with 2019 Title 24 and LEED standards.
- Detailed luminaire schedules and lighting control matrices.
- Complete photometric studies indicating the footcandle levels in the area of work.
- Title 24 Indoor/Outdoor Lighting Compliance Forms.
- Luminaire and lighting control specifications and details.

Fire Alarm Design

- Fire alarm riser diagram showing the interconnection of fire alarm panelboards and detection/notification devices.
- Fire alarm site plan indicating the location of fire alarm panelboards and site raceways, boxes, and cables.
- Fire alarm plan showing the locations of fire alarm detection and notification devices placed in accordance with NFPA, HCAI, and DSA requirements and device manufacturer specifications.
- Complete voltage drop and battery calculations.
- Fire alarm specifications and details.

Technology Design

- Technology design for telephone/voice, data, CCTV/security, cable TV, access control (card readers, delayed egress, keypad, and door access), speakers/intercom/PA system, and intrusion alarm.
- Technology one-line diagram and site plan showing the interconnection between existing and new system infrastructure.
- Technology plans showing the cable routing, raceways, device addresses, and connection diagrams in accordance with all applicable standards.
- Technology specifications and details.

KEY PROJECTS – EDUCATIONAL FACILITIES

California State University, Chico

- Continuing Education Building Lighting | 2016
- Parking Structure 2, UPD Improvements | 2016
- Kendall Hall Generator | 2017
- Butte Hall Generator | 2017
- Acker Gymnasium Motorized Bleachers | 2017
- Parking Lot Lighting | 2017
- Print Shop Relocation | 2017
- University Village Complex Lighting Analysis | 2017
- PAC Generator Replacement Feasibility Study | 2018
- Laxson Auditorium Lighting | 2018
- Student Health Services Chiller Replacement | 2018
- BMU Restroom Hand Dryer Replacement | 2018
- Temporary Parking Lot Lighting | 2018
- Art Glass Laboratory HVAC | 2019
- Bell Memorial Union Lighting | 2019
- Plumas Classroom 114 HVAC | 2019
- Tehama Classroom 230 Remodel | 2019
- Butte Hall Water Booster Pump Replacement | 2019
- Shurmer Gymnasium Boiler System Feasibility Study | 2019
- Student Health Center Lighting | 2019
- O'Connell Technology Center Classrooms 127/346 Upgrades | 2019
- Meriam Library Feasibility Report | 2019
- Holt/PAC VFD Replacement | 2020
- Parking Structure 2 Office Building Emergency Loads | 2020
- PSHH Fish Lab Relocation | 2020
- PEM Electric Boiler | 2020
- Meriam Library Room 106 Cooling System Replacement | 2020
- Housing Shop Electrical Service Replacement | 2020

Shasta Union High School District

- Shasta High School Science Lab and Classroom Demolition | 2019
- Shasta High School Portable Classroom Addition | 2019
- Enterprise High School Portable Classroom Addition | 2019
- Foothill High School Agriculture Building | 2019
- Foothill High School Aquatic Center Site Development | 2019
- Shasta High School Classroom Modernization | 2020
- Enterprise High School Classroom Modernization | 2020



ADAM MILLER
Associate Engineer

ROLE

Mechanical Engineer

EDUCATION

BS, Mechanical Engineering, Western Michigan University College of Engineering, 2011

PROFESSIONAL REGISTRATIONS

California, Mechanical Engineer, 2021
Oregon, Mechanical Engineer, 2022

MEMBERSHIPS

ASHRAE – American Society of Heating, Refrigeration, and Air Conditioning Engineers

OVERVIEW

Mr. Miller has been a member of the PACE Engineering team since 2018 and is a shareholder in the firm. He has experience in the following areas:

- Building Envelope and HVAC Load Calculation and Computer Modeling
- HVAC, Kitchen Hood Systems, and Ductwork Design
- Plumbing and Water Heating Design
- Controls Design for Process, SCADA, and PLC Systems

KEY PROJECTS

Mr. Miller has been involved with HVAC and plumbing design for the following projects:

- Butte County Sheriff's Department Morgue and Evidence Storage Buildings
- Meadowlane Elementary School Gymnasium and Kitchen
- Cal Fire, National Parks Service, and Various Utility Generator Additions
- Shasta Community Services District Office Building
- Redding Charter Communications Office Remodel
- Lakeport Community Center HVAC Remodel
- Sierra Pacific Eugene Fabrication Shop and Office
- Blue Lake Rancheria Tribal/Justice Center
- Department of Rehabilitation Tenant Infill
- Numerous Water and Wastewater Facilities

Mr. Miller was involved with controls design for the following PACE Engineering projects:

- Lewiston Community Services District Wastewater Collection, Treatment, and Disposal Project
- City of Mt. Shasta State-Mandated Wastewater Treatment and Disposal Improvement Project

OTHER RELEVANT EXPERIENCE

Industrial Control Systems, LLC
Provided engineering services to develop automation and control systems for plant processes and equipment manufacturers. Worked with facility engineers and clients to maintain, upgrade, and install new systems. These systems consisted of natural gas processing, SCADA, paper manufacturing, wastewater treatment facilities, and small and large equipment manufacturers.

1. Technical Capabilities

SAE utilizes current AutoCAD, Revit and SketchUp software to fully render and coordinate building systems for all projects.

2. Other Capabilities

In addition to full architectural services, SAE also provides a wide range of front-end services such as facility master-planning, deferred maintenance planning, facility and space programming, pre-bond services including presentations to the community and interested parties, assistance with all school facility program applications, assistance with all school facility funding applications, project management and construction management.

3A. Cost Estimate History

New Gymnasium – Cottonwood Creek Charter School
Cost Estimate: $2.61M
Final Contract Amount: $2.55M

Three New TK/K Classrooms – Lassen View ES (Redding)
Cost Estimate: $1.95M
Final Contract Amount: $1.89M

Two New Classrooms – Anderson Heights ES
Cost Estimate: $945,000
Final Contract Amount: $925,000

Lassen View Los Molinos – Placement of Two new Portable Classrooms
Cost Estimate: $515,000
Final Contract Amount: $483,000

Modernization – Scott Valley Junior High
Cost Estimate: $831,000
Final Contract Amount: $781,556

Modernization – Etna Elementary
Cost Estimate: $945,000
Final Contract Amount: $960,532

Modernization – Fort Jones Elementary
Cost Estimate: $877,000
Final Contract Amount: $915,000

New Head Start Facility (Federal) - Burney
Cost Estimate: $1,285,000
Final Contract Amount: $1,306,000

Corning Union Elementary School District – Installation of Shade Structures at Various Campuses
Cost Estimate: $527,000
Final Contract Amount: $517,813

3B. Change Order Evaluation

SAE has a strong history of working hard for our clients to minimize the impact of change orders on all projects. No set of construction documents is perfect and change orders are a regrettable but necessary component of modifying approved work as needed to ensure the project is completed as designed. The role of the architect is to support and protect the interests of our clients and we take that role very seriously. The SAE team members do not shy away from confrontation with contractors or reviewing authorities when the effort will result in the assurance of an appropriate response to the issue at hand. Your project architect and administration team will review and verify every change order proposal for necessity as well as accuracy of pricing prior to recommending approval of the change order.

Below is a summary of change orders for State-funded school projects that were completed over the last two years:

West Street New TK/K Classrooms

Original Bid Amount:	$2,870,000
Total Change Order Amount:	$ 0
% of CO for Project	0
% Caused by Owner	0
% Caused by Architect	0
% Caused by Contractor	0

Mistletoe Gym/Classroom/Stage Facility

Original Bid Amount:	$5,689,780
Total Change Order Amount:	$ 383,670
% of CO for Project	6.7
% Caused by Owner	2
% Caused by Architect	7
% Caused by Contractor	91

Two New Classrooms at Anderson Heights ES

Original Bid Amount:	$925,000
Total Change Order Amount:	-$ 13,297 (Value Engineering)
% of CO for Project	-1.4
% Caused by Owner	100
% Caused by Architect	0
% Caused by Contractor	0

Scott Valley Junior High Modernization

Original Bid Amount:	$576,000
Total Change Order Amount:	$ 89,592
% of CO for Project	15.5
% Caused by Owner	92 (primarily changes to finish and added scope of work)
% Caused by Architect	2
% Caused by Contractor	6

Etna Elementary School Fire Alarm Replacement

Original Bid Amount:	$153,163
Total Change Order Amount:	$ 7,369
% of CO for Project	4.8
% Caused by Owner	0
% Caused by Architect	0
% Caused by Contractor	100 (requested to change location of FACU)

Fort Jones Elementary School Fire Alarm Replacement

Original Bid Amount:	$105,695
Total Change Order Amount:	$ 7,412
% of CO for Project	7.0
% Caused by Owner	0
% Caused by Architect	0
% Caused by Contractor	100 (requested to change location of FACU)

Verde Vale Kitchen Restoration

Original Bid Amount:	$211,042
Total Change Order Amount:	$ 2,614
% of CO for Project	1.2
% Caused by Owner	20
% Caused by Architect	0
% Caused by Contractor	80

4. Project Approach Relative to HVUESD

SAE's approach to the Happy Valley TK/K classroom project will be clear and concise. Our team will work with the design committee to verify program requirements for the new classrooms. Site placement options will be reviewed and discussed with the design committee. Once a final building design and site location are determined and approved, construction documents will be prepared. During the preparation of final construction documents, SAE will submit the proposed project to CDE for approval prior to receiving final DSA approval to ensure no changes are required after DSA approval is received.

The District will have multiple opportunities to review and have input on the design development documents and final construction documents as the work progresses. While we consider ourselves experts in architecture and the DSA review process, our clients are experts in the needs of their unique campuses and their input is extremely valuable to us as projects develop.

5. Experience Developing and Adhering to Schedules and Timelines

SAE has an excellent track record of establishing and maintain schedules and timelines. We truly understand that time is of the essence when it comes to housing and supporting students. Our attention to critical timelines, willingness to do whatever it takes to keep projects on track and established success at meeting or beating deadlines is one of the reasons our clients trust us and know we have only their best interests in mind.

6. Experience in Working with State Agencies

Semingson Architecture & Engineering, Inc., has over sixty years of combined experience working with the Division of the State Architect (DSA - Sacramento and Oakland offices), the California Department of Education (CDE) and the Office of Public School Construction (OPSC). We are on a first name basis with the people at each of these agencies who directly impact the progress of each project. Our firm has been 100% successful at getting approvals and funding for every project we have presented to these agencies. If you would like to speak with representatives from these agencies who know our work, we would be happy to provide you with their names and phone numbers.

SAE is experienced with the State Allocation Board procedures and has successfully lobbied on behalf of our clients at SAB board meetings to secure needed funding

SAE will work closely with you on every aspect of the application process for DSA, CDE and OPSC. We are experts at these application processes and our service includes the preparation of all applications. Our firm also closely monitors the progress of each application and works diligently to ensure our projects get the attention and consideration we expect at each agency.

Judy and Tom Semingson have both worked with the Department of Toxic Substances Control, most recently as the Architect for the Enterprise Elementary School District which purchased property that was added to the Mistletoe School Site. We know the steps required to respond to the lengthy list of requirements outlined by the DTSC and understand the significant time these processes demand, as well as the effort required to make sure the agency is making progress at an acceptable rate.

SAE is also very pleased to work closely with James Bush, School Facilities Consultant, who retired from the Assistant Director position of CDE's School Facilities Planning Division. Mr. Bush relocated to Cottonwood to be closer to his children and now works closely with Judy to assist numerous school districts as they attempt to secure their place in line for any/all available funding opportunities.

The SAE team will work diligently to continue to identify funding options and methodologies for any and all projects being considered. We are especially good at thinking outside of the box, finding unexpected funding sources and leveraging funding opportunities whenever possible.

SAE's ongoing relationship with Head Start has sharpened our understanding of the additional requirements placed upon federally funded projects. We are familiar with the federal Davis-Bacon Act and understand the specialized language typically required as part of the specifications when the project goes out to bid. SAE will work closely with the District to ensure all information required by the federal government, including the standards of energy performance, is incorporated into the bid documents for the project.

7. Experience with Project Delivery Methodologies

SAE has worked primarily on school projects utilizing the Design-Bid-Build (DBB) and Lease-Leaseback (LLB) methods of delivery. To date, we have only utilized the design-build (DB) delivery method on commercial projects. The SAE team is very experienced with the DBB and LLB delivery methods for schoolwork and is able to assist our clients with support and direction regarding either approach.

8A. Projects Currently Underway

New Multi-Purpose Facility, West Street School, Corning
Under Construction – Complete November 2023

New Classroom Wing, West Street School, Corning
Under Construction – Complete September 2023

New Gymnasium and Administration Facility, Meadow Lane Elementary School, Anderson
Under Construction – Complete November 2023

Three New TK/K Classrooms, Lassen View Elementary School, Redding
Under Construction – Complete July 2024

Three New Portable Classrooms, Tree of Life Charter School, Anderson
Under Construction – Complete December 2023

Two New Classrooms, Anderson Heights Elementary School, Anderson
Under Construction – Complete November 2023

TK/K Classroom Remodel, Lewiston Elementary School
Bidding

Two New TK/K Classrooms, Flournoy Elementary School
DSA Approval Received – Awaiting Bid Schedule

Three New TK/K Classrooms, Gerber Elementary School, Gerber
DSA Approval Received – Awaiting Bid Schedule

Three New Tk/K Classrooms, Lassen View Elementary School (Los Molinos)
At DSA

New Hangar and Office for Air Shasta, Redding
Site Development Permit Obtained – Starting Construction Documents

New Storage Facility for U-Haul, Redding
Construction Documents at 90% - Preparing for Submittal to the City of Redding

8B. Projects Contracted for but Not Yet Underway

New Gymnasium/Cafeteria and Commercial Kitchen, Alturas Elementary School
Two New TK/K Classrooms at Alta Mesa Elementary School

8C. Explain how SAE will Effectively Manage and Perform the District's Project while also Managing and Performing the Listed Projects.

The project load breakout above represents a typical cross section of our work at any given time. Our practice is to have projects moving forward at a consistent pace through all phases of design and construction document preparation as well as bidding and construction as each project benefits from the ones before.

SAE is at an excellent point to start new work, especially projects involving the construction of TK/K classrooms. We have the process for this specific type of project down to a fine science regarding exactly what DSA and CDE require and thus can effectively expedite the construction document as well as CDE and DSA submittal processes.

1. Proposed Fee Schedule

SAE proposes the following fee schedules. As always, the principals of SAE are very open to negotiating fee structures that are mutually beneficial to both the District and the A&E team. It is anticipated that SAE and the District will discuss in detail and mutually agree to a fee schedule that is appropriate for any given project.

FOR PROJECTS BILLED ON A PERCENTAGE BASIS:
For these types of projects, SAE follows the fee schedule as recommended by OPSC, as follows:

Contract Amount	New Construction % Rate	Modernization % Rate
First $500,000	9%	12%
Next $500,000	8.5%	11.5%
Next $1,000,000	8%	11%
Next $4,000,000	7%	10%
Next $4,000,000	6%	9%
Excess of $10,000,000	5%	8%

FOR PROJECTS BILLED ON A TIME AND MATERIAL BASIS:

Principal Architect	$185/HR
Project Architect	$160/HR
Structural Engineer	$185/HR
Special Presentations (SketchUp/WireFrame.Etc.)	$145/HR
Facilities Consultant	$135/HR
Project Manager	$125/HR
AutoCAD/Drafting Support	$110/HR
Clerical	$ 80/HR

PROPOSED REIMBURSABLE SCHEDULE:

All other reimbursable costs are billed at cost – there is no markup to these expenses.

8.5" x 11" copies	$0.15/sheet
24" x 36" plots/copies	$1.50/sheet
Travel and Related Expenses:	In accordance with the Federal Gov't Joint Travel Regulation

PROPOSED STAFFING PLAN:

Principal Architect: Judy Semingson	$185/HR
Consulting Architect: Tom Semingson	$160/HR
Facilities Consultant: Jim Bush	$135/HR
Project Manager: Gary McGuire	$125/HR
Production/AutoCAD: Dale Langstaff	$ 110/HR
Clerical: Maddy Brindley	$ 80/HR

2. Estimate of All Reimbursable Expenses

We estimate that the total reimbursable expenses for this project shall not exceed $5,000.

1. *Letters of reference immediately follow this section.*

2. *Has your firm ever been terminated or replaced by another firm during the design or construction of any education and/or related project?*
SAE has never been terminated or replaced by another firm during the design or construction of any education or related projects.

3. *Has your firm, or its insurance carrier, ever had to make a payment, or provide other consideration, to an owner or other project participant based on your alleged errors or omissions?*
Neither SAE nor its insurance carrier has ever had to make a payment or provide other consideration to an owner or other project participant based on our alleged errors or omissions.

4. *If any of the following has occurred, please describe in detail the circumstance for each occurrence.*

   a. *Failure to enter into a contract once selected/awarded.*
   SAE has never failed to enter into a contract once selected/awarded.

   b. *Withdrawal of a proposal as a result of an error.*
   SAE has never withdrawn a proposal as a result of an error.

   c. *Debarment by any municipal, county, state, federal or local agency.*
   Neither SAE nor its principals have ever been debarred by any agency.

   d. *Involvement in litigation, arbitration or mediation.*
   SAE is not and has never been involved in litigation, arbitration or mediation.

   e. *Suspension or loss of license, or other discipline.*
   SAE has never had its licenses suspended or lost, nor has any other punitive action been taken.

   f. *Conviction of the firm or its principals for violating any federal or state law related to architecture practice or contract performance.*
   Neither SAE nor its principals have ever been convicted for violating any federal or state law related to architecture practice or contract performance.

   g. *Knowing concealment of any deficiency in the performance of a prior contract.*
   SAE has never knowingly concealed any deficiency in the performance of a prior contract.

   h. *Falsification of information or submission of deceptive or fraudulent statements in connection with a contract.*
   SAE has never falsified information or submitted deceptive or fraudulent statements in connection with a contract.

   i. *Willful disregard for applicable rules, laws or regulations.*
   SAE and its principals have never behaved in a manner that would imply willful disregard for applicable rules, laws or regulations.

5. *Provide a Statement of the Firm's Financial Stability.*
SAE is financially stable and has been for the duration of its 33-year history. SAE pays all bills before due and holds an unused $100,000 credit line with Umpqua Bank. If additional information is desired, we are happy to share our banking contact information with you.

EDUCATIONAL CLIENT REFERENCES

CORNING UNION ELEMENTARY SCHOOL DISTRICT
Mrs. Tiffany Dietz, Superintendent
Ms. Heather Igarta, CBO
1005 Hoag Street, Corning CA 96021
(530) 824-7700
Years of Service: 2014 to Present
Projects:
- New Multi-Purpose/Kitchen/Cafeteria/Stage Facility, West Street ES
- Three New TK/K Classrooms, West Street ES
- New 9-Unit Classroom Wing, West Street ES
- New 11-Classroom DaVinci Campus at Maywood ES
- Two New Classrooms, Woodson ES
- Parking/Drop-Off Rehabilitation, Olive View ES
- Two New Shade Structures, Olive View ES
- Two New Shade Structures, Woodson ES
- New Track and Softball Field, Maywood ES
- New District Office, Hoag Street, Corning

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
Mr. Ron Cushman, Director of Facilities and Maintenance
1155 Mistletoe Lane, Redding, CA 96002
(530) 224-4100
Years of Service: 2016 to Present
Projects:
- Remodel of Administration Area, Mistletoe ES
- Entry Remodel/Addition, Alta Mesa ES
- Toilet Room Accessibility Upgrade, Alta Mesa ES
- Entry Remodel/Addition, Lassen View ES
- New Classroom, PACE Academy
- Two New Classrooms, PACE Academy
- HVAC Retrofit, Parsons ES and Lassen View ES
- Site Acquisition for Mistletoe ES
- New M&O Facility on Newly Acquired Property, Mistletoe ES
- New Gymnasium, Stage and Classroom Facility, Mistletoe ES
- Three New TK/K Classrooms, Lassen View ES

CASCADE UNION ELEMENTARY SCHOOL DISTRICT
Mr. Jason Provence, Superintendent
1645 West Mill Street, Anderson, CA 96007
(530) 378-7000
Years of Service: 2016 to Present
Projects:
- Prop 13 Projects at all Campuses
- New Roofing Projects at Meadow Lane ES and Verde Vale ES
- New Gymnasium and Administration Facility, Meadow Lane ES
- Two New Classrooms, Anderson Heights ES
- Water (Flood) Damage Repair for Verde Vale Kitchen and Gymnasium
- Drinking Fountain Project at all Campuses

FLOURNOY ELEMENTARY SCHOOL DISTRICT
Ms. Rachel Davis, Superintendent
Ms. Melinda Flournoy, CBO
15850 Paskenta Road, Flournoy, CA 96029
(530) 833-5331
Years of Service: 2022 to Present
Projects:
- Two New TK/K Classrooms
- Emergency Fire Suppression Water Tank Replacement

GERBER UNION ELEMENTARY SCHOOL DISTRICT
Ms. Jenny Montoya, Superintendent
23014 Chard Road, Gerber, CA 96035
(530) 385-1041
Years of Service: 2019 to Present
Projects: Three New TK/K Classrooms
Six New Middle School Classrooms and associated Toilet Rooms
New Bus Loop
Relocation of Two Existing Portable Classrooms

LASSEN VIEW ELEMENTARY SCHOOL DISTRICT
Mr. Jerry Walker, Superintendent
10818 CA-99, Los Molinos, CA 96055
(530) 527-5162
Years of Service: 2018 to Present
Projects: Electrical Service Replacement, Lassen View ES
Three New Portable Classrooms, Lassen View ES
Repair Water Damaged Wall in Kitchen/MP Space, Lassen View ES
Three New TK/K Classrooms, Lassen View ES

TEHAMA COUNTY OFFICE OF EDUCATION
Mr. Rich DuVarney, Superintendent
Mr. Wes Grossman, Assistant Superintendent, Business Services
1135 Lincoln Street, Red Bluff CA 96080
(530) 527-5811
Years of Service: 2016 to Present
Projects: New TeLA Charter School Facility, Lincoln Street, Red Bluff
New Server Facility, Lincoln Street, Red Bluff
Parking Lot Rehabilitation, District Office, Red Bluff
Special Education Needs Analyses
Modernization and New Construction of the Special Education Facilities at Gerber ES
Assistance with Acquisition of Additional Acreage for the Gerber ES (as related to the Special Education Program)

SCOTT VALLEY JOINT UNIFIED SCHOOL DISTRICT
Ms. Micheline Miglis, Superintendent
Ms. Lillian Eastlick, CBO (Ret.)
11918 Main Street, Fort Jones, CA 96032
(530) 468-2727
Years of Service: 2017 to Present
Projects: Fire Alarm System Upgrades at all Campuses
Modernization of Fort Jones ES
Modernization of Scott Valley Junior High School
Modernization of Etna ES
HVAC Alterations at Etna High School

COTTONWOOD CREEK CHARTER SCHOOL
Mr. Mark Boyle, Administrator
3425 Brush Street, Cottonwood CA 96022
(530) 347-7200
Years of Service: 2018 to Present
Projects: Re-Roof Original Classroom and Office Building
Paint Entire Campus
New Gymnasium Facility

Letters of Reference Follow This Page.

Corning Union Elementary School District

1005 Hoag Street, Corning, CA 96021 ▪ Phone: 530.824.7700 ▪ Fax: 530.824.2493 ▪ www.corningelementary.org

Preparing Students For Their Future!

OUR DISTRICT GOVERNING BOARD:

Helen Pitkin ▪ Ronda Holland ▪ Steve Kelish ▪ Jani Greer-Franer ▪ Raymond Rodriguez

Tiffany Dietz, Superintendent
Joe Lodigiani, Assistant Superintendent
Heather Igarta, Chief Business Official

January 5, 2023

To Whom it may Concern:

It is with great pleasure that I write this letter of recommendation for Judy Semingson and her team at Semingson Architecture & Engineering. Our school district has worked with Semingson on a wide range of projects since 2013. I have personally worked with Judy for the last five years and have no hesitation in recommending her to any district looking for architecture services.

Judy is unique in that she cares about the projects that she oversees. She thinks of the children that her designs will serve, and every decision comes back to the functionality for the students. She has a sincerity in taking the time with the district as the client to make sure that our wishes are met. She also has a unique understanding of the small and very small school district from a financial perspective, understanding the pull on our resources. She is a problem solver and her positive outlook on a project often will help to discover solutions that had not been thought of.

Some of the projects that Judy and her team have worked on for our district include new stick-built classrooms, new portable classrooms, a multi-purpose room, shade structures, a generator project, a fire alarm project, new track/softball field, etc. No project is too big or too small for her team and I appreciate her collaborative and cooperative approach that she brings to the table on each new project. Her team has the ability to see a project from the creation of the RFP, the advertising, the job walks, the contracts, and the oversight. I enjoy the flexibility that her firm provides in choosing the services that I need and she makes sure I have not missed anything.

I recommend Semingson Architecture & Engineering without reservation and would be happy to speak further with any prospective clients.

Sincerely,

H. Igarta

Heather Igarta
Chief Business Official/Facilities Manager
Corning Union Elementary School District

Tehama County Department of Education

Richard DuVarney
Tehama County Superintendent of Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

January 6, 2023

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Judy Semingson and her company Semingson Architecture & Engineering, Inc. ("Semingson"). Over the past 6 years, I have had the pleasure of working with Judy on various projects with Tehama County Department of Education. These projects ranged from new construction, bid specifications for various large repair projects, and consulting on a land purchase. These projects also utilized various methods, including competitive bidding, and lease leaseback.

Construction is a complex process requiring the general contractor, district, architect, inspector and other players to have open communication in a collaborative and cooperative approach. Judy and the team demonstrate this on every project I have worked with them on. Whether its scheduled status meetings or simply walking on the job to ask a question Judy or a team member will always address the question in a timely and professional manner. Judy or a team member regularly visit the project site, always checking in to see if we have any questions or concerns. Judy and the team work tirelessly to coordinate schedules with contractors, subcontractors, inspectors, and others involved with the project, to ensure deadlines are met and projects are completed on time. They are also timely in completing paperwork, making sure we have copies, and ensuring all projects are completely closed out.

Judy and the team help manage the projects by offering recommendations on design, structural engineering requirements, Division of the State Architect requirements, and simple material and color options.

It is my pleasure to recommend Judy Semingson and her company Semingson Architecture & Engineering, Inc. for your architectural, engineering and construction management needs.

Sincerely,

Wesley G. Grossman
Associate Superintendent

TREE OF LIFE
INTERNATIONAL
CHARTER SCHOOL
Where Love is Our First Language

DEBORAH WALLACE, PRINCIPAL
DWALLACE@TREEOFLIFE.SCHOOL

19415 JACQUELINE ST.
ANDERSON, CA 96007

(530) 378-7040

January 5, 2023

To Whom it May Concern:

It is my pleasure to write this letter of reference for Semingson Architecture and Engineering. We have worked with Judy Semingson for several years—from 2017 to the present — on various projects of all shapes and sizes at Tree of Life International and have only good things to report. Judy and her team are very professional and excellent at communication, always putting client needs first. We have been very impressed with the personal attention and creative problem solving they have employed when needed to keep the job moving forward and getting things completed in a timely manner as unexpected challenges emerged.

We give our highest recommendation to Semingson Architecture and Engineering, INC.

Sincerely,

Deborah Wallace

Deborah Wallace, Principal
Tree of Life International Charter School

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 Mistletoe Lane, Redding, CA 96002 • Phone: (530) 224-4100 • FAX: (530) 224-4101 • www.eesd.net

Empowering every child, every day to create a better world

January 10, 2023

The district has been using the firm Semingson Architecture to design several bond projects over the last five years. Projects include:

1. PACE campus upgrades
2. RCA roof replacements
3. Mistletoe main office/library remodel
4. Boulder Creek HVAC system renovation
5. District warehouse new construction
6. Lassen View shade structure
7. Mistletoe gym new construction
8. Alta Mesa main office remodel
9. Lassen View main office remodel

The district has been very pleased with the design work that has been completed, their knowledge of the requirements for different types of projects, the professionalism of the Semingson staff, their assistance in working through DSA challenges, and their expertise in project management. We would recommend them for these types of modernization projects.

Ron Cushman
Director, Maintenance and Operations
Enterprise Elementary School District

HAPPY VALLEY SCHOOL DISTRICT

RESOLUTION #24-05 ADOPTING THE "GANN" LIMIT

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment; which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriations limitations, commonly called "Gann Limits", for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2022-23 fiscal year and a projected Gann Limit for the 2023-24 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2022-23 and 2023-24 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the budget for the 2022-23 and 2023-24 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

PASSED AND ADOPTED this 4th day of October 2023.

_____

President of the Board

_____

Clerk of the Board

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	2021-22 Actual			2022-23 Actual		
2021-22 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	2,952,006.97		2,952,006.97			3,335,850.09
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	444.39		444.39			466.93
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2021-22			Adjustments to 2022-23		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA	2022-23 P2 Report			2023-24 P2 Estimate		
2022-23 data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the district)						
1. Total K-12 ADA (Form A, Line A6)	466.93		466.93	451.86		451.86
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			466.93			451.86
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2022-23 Actual			2023-24 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	10,533.80		10,533.80	10,535.00		10,535.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	914,871.45		914,871.45	932,341.00		932,341.00
5. Unsecured Roll Taxes (Object 8042)	41,965.58		41,965.58	42,989.00		42,989.00
6. Prior Years' Taxes (Object 8043)	1,001.10		1,001.10	811.00		811.00
7. Supplemental Taxes (Object 8044)	53,848.31		53,848.31	34,353.00		34,353.00

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(47,405.17)		(47,405.17)	(39,984.00)		(39,984.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	974,815.07	0.00	974,815.07	981,045.00	0.00	981,045.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	974,815.07	0.00	974,815.07	981,045.00	0.00	981,045.00
EXCLUDED APPROPRIATIONS						
19a. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			48,158.66			48,158.66
19b. Qualified Capital Outlay Projects						
19c. Routine Restricted Maintenance Account (Fund 01, Resource 8150, Objects 8900-8999)	363,706.71		363,706.71	415,874.00		415,874.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)	363,706.71	0.00	411,865.37	415,874.00	0.00	464,032.66
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	4,714,783.00		4,714,783.00	5,053,813.00		5,053,813.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	710.00		710.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	4,715,493.00	0.00	4,715,493.00	5,053,813.00	0.00	5,053,813.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	9,203,108.17		9,203,108.17	8,178,871.00		8,178,871.00

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	(302,463.30)		(302,463.30)	10,000.00		10,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2022-23 Actual**			**2023-24 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			2,952,006.97			3,335,850.09
2. Inflation Adjustment			1.0755			1.0444
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0507			0.9677
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			3,335,850.09			3,371,429.87
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			974,815.07			981,045.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			56,031.60			54,223.20
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,772,900.39			2,854,417.53
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,772,900.39			2,854,417.53
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			(302,463.30)			4,695.22
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			672,351.77			985,740.22
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			3,075,363.69			2,849,722.31
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			672,351.77			
b. State Subventions (Line D8)			3,075,363.69			
c. Less: Excluded Appropriations (Line C23)			411,865.37			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			3,335,850.09			
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4)			0.00			
SUMMARY	**2022-23 Actual**			**2023-24 Budget**		
11. Adjusted Appropriations Limit						

	2022-23 Calculations			2023-24 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
(Lines D4 plus D10)			3,335,850.09			3,371,429.87
12. Appropriations Subject to the Limit (Line D9d)			3,335,850.09			

"* Please provide below an explanation for each entry in the adjustments column."

Roxanne Voorhees
Gann Contact Person

(530) 357-2134
Contact Phone Number

2023–24 Title III Immigrant Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated immigrant per student allocation	$120.05
Estimated immigrant student count	9
Estimated immigrant student program allocation	$1,080

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$1,080
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$1,080

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.

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY

As of September 29, 2023

For the School Year of:	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
August 16th	482	503	514	505	528	509	499	548	526	484	443	470	490	525
September	495	507	512	496	529	497	499	525	508	477	456	474	482	501
October	489	505	510	492	535	502	500	522	511	480	465	470	487	496
November	491	507	517	497	538	502	494	528	512	483	469	468	490	
December	492	500	513	493	538	498	493	528	505	481	462	458	502	
January	492	509	520	498	532	503	496	530	500	491	460	462	505	
February	490	503	518	501	539	504	498	533	494	492	460	459	504	
March	481	504	520	511	536	501	503	530	494	493	462	458	502	
April	487	501	527	516	538	498	500	531	493	491	467	470	505	
May	492	501	532	512	537	499	507	541	500	490	476	464	510	
June	492	496	531	511	535	495	504	535	497	490	472	466	510	

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - CDS

As of September 29, 2023

For the School Year of:	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24
August	9	6	4	7	8	5	4	3	
September	10	7	5	10	9	5	3	4	5
October	9	7	7	7	10	4	6	3	7
November	12	8	7	5	10	5	4	3	
December	12	10	8	5	8	6	4	3	
January	8	10	10	4	6	8	5	3	
February	9	9	11	4	8	6	5	5	
March	11	9	9	6	9	6	5	3	
April	10	8	9	4	8	6	5	6	
May	12	10	9	7	8	6	7	5	
June	12	10	10	9	8	6	10	6	

Happy Valley Community Day School

2023-2024

Enrollment by Teacher and Grade

Teacher	3 M	3 F	3 Total	5 M	5 F	5 Total	6 M	6 F	6 Total	7 M	7 F	7 Total	8 M	8 F	8 Total	ALL M	ALL F	ALL Total
004 Mendoza SRC	1	-	1	1	-	1	3	-	3	1	-	1	1	-	1	7	-	7
School Total:	1		1	1		1	3		3	1		1	1		1	7		7

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - ELEMENTARY

As of September 29, 2023

For the School Year of:	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/24
August	279	278	284	263	248	237	254	
September	277	279	279	266	205	237	245	252
October	279	279	281	263	212	229	247	242
November	275	275	282	264	215	224	246	
December	273	280	282	266	215	223	251	
January	278	282	285 as of 1/16	275	215	222	252	
February	277	284	285	275	214	223	254	
March	277	281	284	276	216	228	246	
April	279	289	284	275	221	226	246	
May	280	286	284	274	226	226	248	
June	280	286	283	274	224	226	245	

Happy Valley Elementary School

09/29/2023
08:28 AM

2023-2024

Enrollment by Teacher and Grade

Teacher	4			5			6			7			8			ALL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
172 Baldwin 3	-	-	-	-	-	-	-	-	-	10	15	25	-	-	-	10	15	25
112 Freund 21	8	12	20	-	-	-	-	-	-	-	-	-	-	-	-	8	12	20
164 Goodman 19	-	-	-	13	10	23	-	-	-	-	-	-	-	-	-	13	10	23
111 Hutchison 17	-	-	-	13	12	25	-	-	-	-	-	-	-	-	-	13	12	25
141 Keown 4	-	-	-	-	-	-	12	8	20	-	-	-	-	-	-	12	8	20
109 Moon 1	-	-	-	-	-	-	-	-	-	12	17	29	-	-	-	12	17	29
113 Price 11	-	-	-	-	-	-	12	9	21	-	-	-	-	-	-	12	9	21
110 Sanford 20	14	11	25	-	-	-	-	-	-	-	-	-	-	-	-	14	11	25
155 Westaby 8	-	-	-	-	-	-	-	-	-	-	-	-	13	14	27	13	14	27
153 Youman 7	-	-	-	-	-	-	-	-	-	-	-	-	15	12	27	15	12	27
School Total:	22	23	45	26	22	48	24	17	41	22	32	54	28	26	54	122	120	242

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY – INDEPENDENT STUDY

As of September 29, 2023

For the School Year of:	2020/2021	2021/2022	2022/2023	2023/2024				
August	5	13	9					
September	81	18	9	11				
October	77	21	10	12				
November	70	20	11					
December	56	20	15					
January	51	21	16					
February	52	22	16					
March	49	22	17					
April	44	21	18					
May	44	23	17					
June	43	23	20					

Enrollment by Teacher and Grade

Teacher	TK			1			4			5			6			8			ALL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
004 Blevins	-	1	1	1	1	2	1	-	1	1	1	2	1	-	1	1	4	5	5	7	12
School Total:		1	1	1	1	2	1		1	1	1	2	1		1	1	4	5	5	7	12

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - PRIMARY

As of September 29, 2023

For the School Year of:	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
August	253	193	207	215	198	185	216	224	
September	254	200	213	217	205	165	216	224	232
October	254	201	210	217	207	172	212	227	235
November	248	197	216	210	209	179	215	230	
December	251	195	218	206	207	186	210	235	
January	257	198	219	203	210	188	213	235	
February	250	201	226	205	209	191	210	231	
March	246	203	228	202	208	196	208	228	
April	247	205	238	205	208	195	211	235	
May	247	210	237	208	208	200	208	240	
June	250	211	238	205	208	200	207	239	

Happy Valley Primary School

09/29/2023
08:28 AM

2023-2024

Enrollment by Teacher and Grade

Teacher	------- TK -------			------- K -------			------- 1 -------			------- 2 -------			------- 3 -------			--------- ALL ---------		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
141 Collver 7	-	-	-	1	2	3	1	-	1	3	-	3	1	-	1	6	2	8
132 Gurwell 2	7	10	17	-	-	-	-	-	-	-	-	-	-	-	-	7	10	17
135 Jaramillo 6	-	-	-	-	-	-	10	16	26	-	-	-	-	-	-	10	16	26
124 Mix 12	-	-	-	-	-	-	-	-	-	13	9	22	-	-	-	13	9	22
121 Piazza 5	-	-	-	-	-	-	16	12	28	-	-	-	-	-	-	16	12	28
126 Roach 13	-	-	-	-	-	-	-	-	-	14	7	21	-	-	-	14	7	21
123 Russell 4	-	-	-	12	14	26	-	-	-	-	-	-	-	-	-	12	14	26
134 Salcido 16	-	-	-	-	-	-	-	-	-	-	-	-	7	12	19	7	12	19
136 Sanders 14	-	-	-	-	-	-	-	-	-	-	-	-	9	11	20	9	11	20
120 Spencer 15	-	-	-	-	-	-	-	-	-	4	3	7	7	8	15	11	11	22
129 Stotka 3	-	-	-	14	12	26	-	-	-	-	-	-	-	-	-	14	12	26
School Total:	**7**	10	1**7**	27	28	55	27	28	55	34	19	53	24	31	55	1**19**	116	23**5**

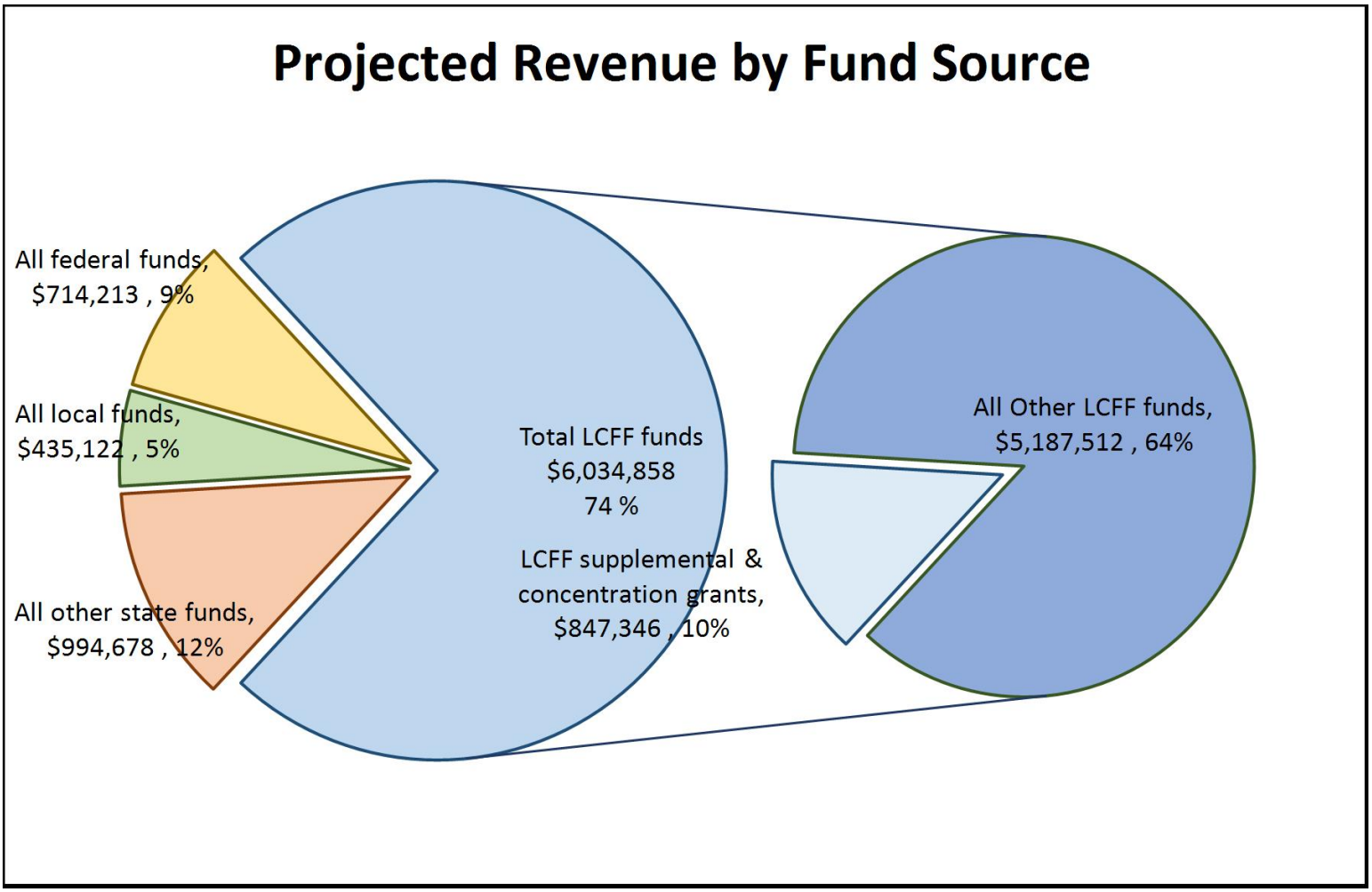
HAPPY VALLEY Est. 1954
UNION ELEMENTARY SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Happy Valley Union Elementary School District
CDS Code: 45 70011 6097703
School Year: 2023-24
LEA contact information:
Shelly Craig
Superintendent/Principal
scraig@hvusd.net
(530)357-2134

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 2023-24 School Year

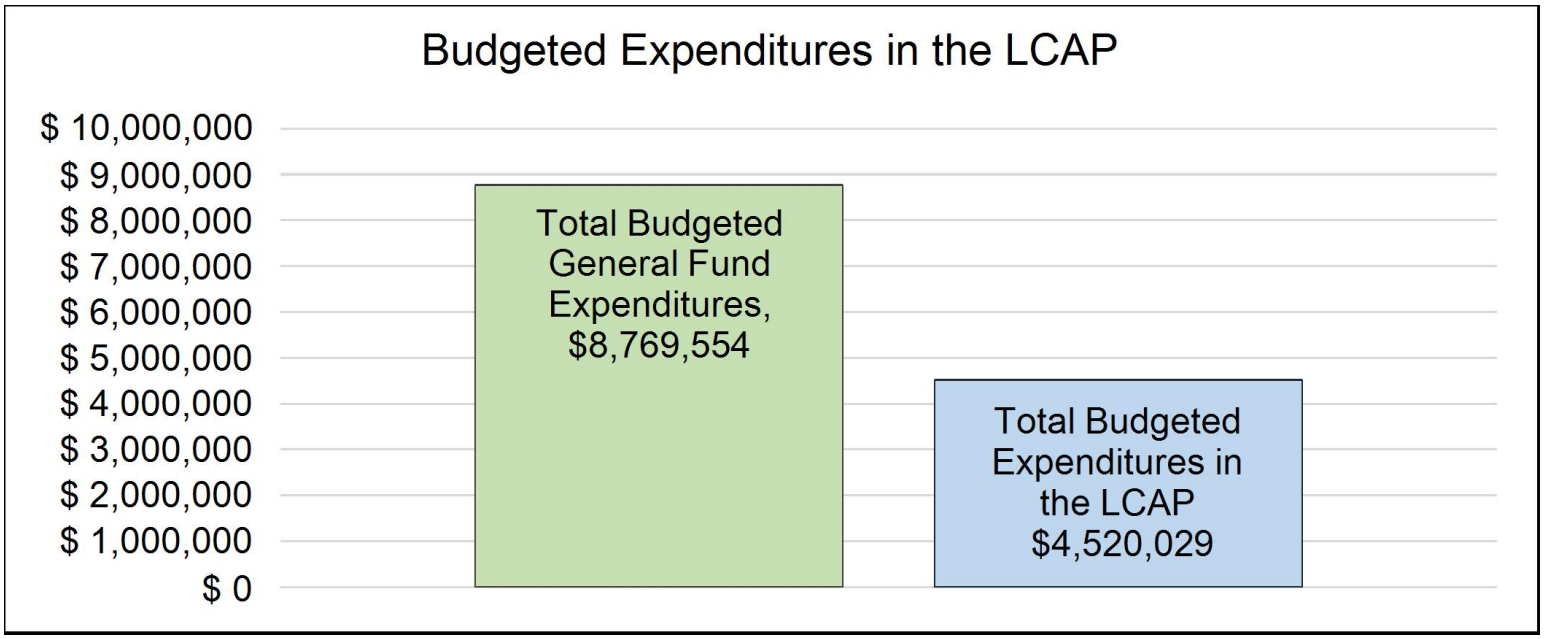


This chart shows the total general purpose revenue Happy Valley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Happy Valley Union Elementary School District is $8,178,871, of which $6,034,858 is Local Control Funding Formula (LCFF), $994,678 is other state funds, $435,122 is local funds, and $714,213 is federal funds. Of the $6,034,858 in LCFF Funds, $847,346 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 Happy Valley Union Elementary School District plans to spend for 2023-24. 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: Happy Valley Union Elementary School District plans to spend $8,769,554 for the 2023-24 school year. Of that amount, $4,520,029 is tied to actions/services in the LCAP and $4,249,525 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

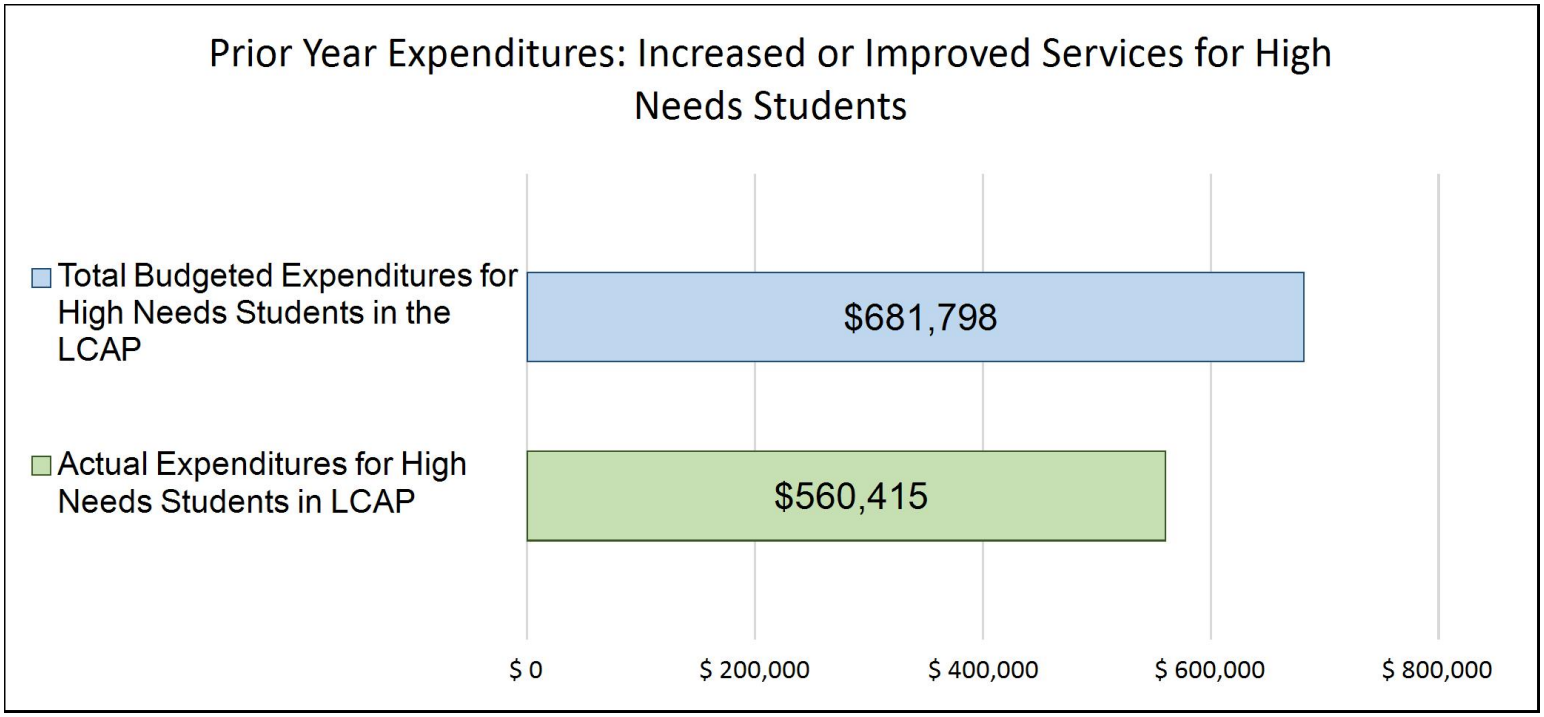
General Maintenance and Operations expenses as well as office and District staff expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Happy Valley Union Elementary School District is projecting it will receive $847,346 based on the enrollment of foster youth, English learner, and low-income students. Happy Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Happy Valley Union Elementary School District plans to spend $906,743 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Happy Valley Union Elementary School District's LCAP budgeted $681,798 for planned actions to increase or improve services for high needs students. Happy Valley Union Elementary School District actually spent $560,415 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-121,383 had the following impact on Happy Valley Union Elementary School District’s ability to increase or improve services for high needs students:

With staffing challenges, we were not able to implement some of the programs that had been planned. As a District-wide Title 1 district, all of our supplemental and concentration services are provided to all students that may need individual support, regardless of their designation as "high needs".



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
Happy Valley Union Elementary School District	Shelly Craig Superintendent/Principal	scraig@hvusd.net (530)357-2134

Plan Summary [2023-24]

General Information

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

Happy Valley Union School District provides an opportunity for every student to succeed every day. Our school community provides a positive learning culture supported by our faculty, staff, families, and community. Many of our veteran teachers are serving second-generation students, providing a rich history and a promising future for our students. We continue to focus on our three goals to serve students and our community. Our teachers and support staff participate in collaboration, professional learning, and team discovery to

improve disciplinary literacy and social and emotional learning. Teachers are engaged in professional learning in Improvement Science, Restorative Practices, Trauma-Informed Practices, curriculum and instruction, and differentiated instruction. These practices culminated in a district-wide Multi-tiered System of Support (MTSS) to provide a well-rounded educational experience to our students. The district uses Positive Behavior Interventions and Supports (PBIS) as a framework to sustain student-centered learning opportunities. The school system is focused on literacy across the content areas, social and emotional learning, and providing a safe space with a sense of belonging for all students.

Our families participate in community events, school assemblies, celebrations, learning opportunities and support groups. Parents volunteer at our school, enhancing our students' learning experience. Our family liaison provides multiple opportunities for families to gain support and access resources. Our Emergency Operations Team (EOT) has revised and strengthened our Emergency Operations Plan (EOP) to provide a safe, healthy learning environment for all who attend our school. We have implemented an online emergency management system throughout the district. Project SHARE provides a robust after-school program facilitating additional support and quality activities for over half of our student population. The Citizens Patrol is present at the end of the school day to provide a sense of community support and school safety.

Our district has approximately 502 students attending the elementary, primary, or community day sites. We provide quality academic experiences to students from zero-5 and TK- through eighth grade and offer individual personalized learning opportunities to achieve their academic goals with a home-school experience. Our demographics include 9.8% English Learners, 1.3% Foster Youth, and 56.9% Socio-Economically Disadvantaged students. Our teachers and classified staff build relationships and seek to understand the needs of our students to offer a welcoming environment to support students. We center our work on our three goals and use data to inform our decisions. In addition, our school provides opportunities to future students and our families by providing school readiness programs, parenting classes, small group support systems, and a family liaison (on each school site) who assist in bridging resources and offering support to our students and their families. We provide social, emotional, and academic counseling services to students needing additional support to improve their literacy and citizenship. Individual counseling, group counseling, academic counseling, and whole class sessions focused on mindfulness are offered to our students. These practices address social skill-building, Adverse Childhood Experiences (ACE's), and other challenging life experiences. When students face learning challenges, they also have the opportunity to work with a behavior coach who guides them in self-regulation, redirection, and successful access to learning.

To build capacity within our school community, teachers and staff serve on various school improvement teams focused on specific goals and concerns. We have established four implementation and four discovery teams that meet weekly to discuss data and specific progress within our LCAP goals. The MTSS Team is focused, at the district level, on developing and refining a district-wide system that will unify our school community around a common language and a specific plan for success and achievement. The four teams use the MTSS system to guide progress while they address the three LCAP goals. Teachers have selected specific areas for professional growth and are engaged in current research and practices to improve student learning. Our classified staff attends meetings regularly to discuss concerns and build a positive program for supporting our students and families.

To provide a rigorous and engaging academic experience, teachers work to articulate current practices through vertical alignment. Alongside this endeavor to connect prior knowledge to increased learning, teachers rely on data to inform instruction and support students' social and

emotional needs. Time is spent each week engaged in meaningful collaboration focused on differentiated instruction and developing specific academic skills. Teaching teams prepare their students daily to reach their full potential by identifying learning gaps and prescribing specific learning experiences to address student needs.

Our classified staff serve lovingly and look out for our students and fellow site personnel. Their dedication to our students is evident in their daily performance and unique and vital role at our school site. The Happy Valley School Community proudly supports a positive learning culture for all students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our Implementation Teams have been functioning for five years and use improvement science tools to investigate our current strengths and needs. Every teacher and many of our classified staff are part of an improvement team that has identified an area of concern, current practices, desired outcomes, and action steps to make district-wide improvements. The Social and Emotional Learning Team is focused on one of our LCAP goals of addressing social-emotional learning. This is intended to address the 6.1% suspension rate, as indicated on the dashboard. This work has been improved and will continue to impact social and emotional learning and academic success for all. While the elementary site continues to focus on reading comprehension, we are continuing our work toward vertical alignment of literacy across the content areas for all students and addressing our students' needs in English Language Arts. These teams are using formative and summative data to continue to discover the root causes of these areas of concern. As Dr. Edwards Deming states, "A system is designed to get exactly the results it gets." Seeking a more precise understanding of our system needs, we continue to work to create change in these areas. We have a decreased district-wide suspension rate over the past few year and we anticipate a significant change in our future years due to all of the resources, supports and strategies we have put in place to support student mental health. We utilize a data analysis system and engage in an ongoing conversation about purposeful change. We have seen noticeable changes in student behavior and our response to intervention to improve behavior. We need a system-wide practice that sets clear expectations, offers positive incentives, and a fair, consistent correction system. Many have seen and participated in the ongoing conversation about the PBIS system, while others are becoming familiar with its use and giving input to improve its effectiveness. We are working to close the gap and share strategies to benefit our students.

Our school community is supported by the following core values: respect, fairness, honesty, kindness, equality, trust, active listening, encouragement, and compassion. For the last several years, the staff has used the Improvement Science Framework to work on strengthening practices reflected in our three LCAP goal areas.

The California Dashboard Data indicated that:

English learners are at a medium performance level in chronic absenteeism and low performance level for the Asian student group.

Suspension performance levels are medium for English learners and very low for Asian, homeless, and two or more races.

54.3% of our English learners are making progress towards English language proficiency.

The hard work of our students and staff have paid off and we are beginning to see systems change and as result our data is beginning to show the progress made over the past few years.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though the design of a unified approach to providing the best opportunities to our students is at the core of our work, the staff shortage to implement the practices has been challenging for our rural school district.

We have simplified our action plan and purpose regarding specific improvement cycles for the eight improvement teams. We are using a strategic plan to tell the story of our student's learning journey. Each of our eight improvement teams has designed a Theory of Action to drive their purposeful work in the years to come. The Theory of Action document communicates the goals and actions of each team with educational partners to seek input to improve current practices. Our greatest need within this area is to continue to strengthen communication and seek input from educational partners regarding current practices and how to best serve our students. We continue to engage in the work of our Improvement Teams and seek the best outcomes for all students.

Four of our Improvement Teams are focused on LCAP Goal 1: Literacy across the content areas. Each team has a specific focus area, but teams often collaborate and share learning experiences. The other four Discovery Teams investigate, learn, notice, and establish best practices to support student success. The teams are as follows: Universal Design for Learning, Math Vertical Alignment, Special Education Systems, and Foundational Reading Development. Each team participates in professional learning to better understand the content and Improvement Science to increase student learning.

The CA School Dashboard shows the following:
High chronic absenteeism rate-13.5% students are chronically absent
Homeless, Hispanic, socioeconomically disadvantaged, Students with Disabilities and white student groups are 2 or more levels below the Asian student group for chronic absenteeism.

Very high suspension rate-6.1% of students are suspended at least one day

Hispanic, socioeconomically disadvantaged, Students with Disabilities and white students are two more performance levels from Asian, Homeless and Two or More Races.

Low performance level in English language arts- 41.4 points below standard
54.3% of English learners are making progress towards English language proficiency.
English language arts is 41.4 points below standard
Socioeconomically disadvantaged Hispanic, English learners, socioeconomically disadvantaged, and white student groups are at a low performance level in English language arts and students with disabilities are at a very low level.

Low performance level in mathematics- Math is 62.1 points below standard.
Socioeconomically disadvantaged, Hispanic, English learner, white are at the low performance level and the students with disabilities student group is at very low performance level in mathematics.
13.5% of students were chronically absent. The performance level is very high for homeless students. Hispanic, socioeconomically disadvantaged, students with disabilities, and white have a high performance level in chronic absenteeism.
6.1% of students were suspended at least one day.
Socioeconomically disadvantaged, white and students with disabilities are at a very high performance level and Hispanics are at a high performance level for the suspension rate

English Language Arts continues to be addressed through reading interventions, Universal Design for Learning (UDL) and increased social and emotional learning, prescriptive Response to Intervention (RtI), and the discoveries of the teams above. We have closed learning gaps, yet continue to work on a vertical and universal design for instruction and learning. Our English language arts performance level is 41.1 points below standard. Our students with disabilities show a very low performance level and the English learners, Hispanic, Socioeconomically Disadvantaged and White student groups are at a low performance level.

Math continues to be a concern as the California School Dashboard indicates that we are 62.1 points below standard. Our students with disabilities show a very low performance level and the English learners, Hispanic, Socioeconomically Disadvantaged and White student groups are at a low performance level.

Both of our schools are identified for Additional Targeted Support and Improvement (ATSI). SCOE shared the data that identified us for ATSI and our team reviewed the Dashboard data. We noted that our students with disabilities have a high suspension rate and are performing 199 points below standard in math and 92 points below standard in English language arts. Our white students have a high rate of suspension at 9.4% and our homeless students have a high rate of absenteeism at 22.6%. We will use our implementation teams to target these student groups as well as write actions in our School Plan for Student Achievement.

Our four Implementation Teams are testing and targeting improvement theories within an established practice. The teams are as follows: Social and Emotional Learning (one at each school site), Community Engagement, and Positive Attendance.

Our focus on social-emotional learning through trauma-informed practices, restorative practices, and mindfulness practices will help us address Adverse Childhood Experiences (ACE's). This affects all children. As all children learn strategies for self-regulation and mindfulness, the environment becomes more accessible for learning. We need to continue the work to reduce the number of behavior incidents that impede student learning.

These needs will be addressed through our three goals as we meet the state priorities for our students and through ongoing conversations within our Improvement Teams. We have already seen a marked difference in our current collection of local data regarding behavior incidents.

Our greatest needs are in the area of suspension. At the onset of this past year, suspensions increased as we established a strong support system for our students. Since then, we have seen a positive influence on the culture of our school and the increased safety and sense of belonging among our students. Using our most recent data, our suspension rate is 6.1%. The following student groups have very high and high rates of suspension: socio-economically disadvantaged, white, Hispanic and students with disabilities. We believe our suspension rate will decline with the newly implemented MTSS and PBIS systems. We will also provide staff training in Capturing Kids Hearts and Social-Emotional Learning and provide additional counseling to our most vulnerable students.

Our Community Engagement Team has worked on re-engaging families, encouraging them to attend school events, volunteer in the classroom, and engage in community-centered conversations.

Finally, we will continue to target our students that are chronically absent as we are still seeing the residual effects of COVID. Our students show a high rate of chronic absenteeism with 13.5% being chronically absent. Our Community Schools Coordinator and the Director of Community Schools will continue to work daily to set goals with students and connect their families to resources to remove barriers that prevent positive attendance. We will also continue our attendance campaign.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our district is building capacity and strengthening pedagogy and practice to support students on their comprehensive school journey. We support students from birth to school age and TK through 8th grade. Our goal is to fully understand our district-wide strategic plan, identify the needs of our students, and align our resources to meet those needs. We have strengthened our methods to serve the needs of ALL students through conversation and the use of data to inform our practices. We will continue to support our students as they prepare for college and career opportunities and advance to high school. Improvement Teams (Discovery and Implementation) work together to understand our students' needs and initiate change ideas that have improved students' social and emotional needs and the learning culture at our schools. We are developing vertical alignment across grade levels and content areas. We also provide students with social and emotional learning opportunities to build a stronger sense of belonging in our school community. We have recognized three drivers to

sustain our vision of increased learning in each goal area. As we continue to reveal our specific needs and areas of concern, we will be better prepared to serve our school community by closing the achievement gap.

Improvement Teams meet weekly to communicate and continue to develop our plan to meet our school community's needs and the eight priorities of the state. Through discussion with educational partners and analysis of the dashboard and other local data, we have written our goals to serve our students better. We include discoveries we have made from the data and engage in improvement cycles. We continue to seek a greater understanding of the current needs of our students and the influences of an ever-changing system. As we gain insight from educational partners and specifically from our students, we will strengthen our practices in the following three goals:
1) Literacy Across the Content Areas for all
2) Social and Emotional Learning
3) Strengthening a Safe School Community:

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Staff, parents, students, and the School Board have collaborated through formal brainstorming sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

Annual Update: Throughout the 2022-2023 school year, the District communicated with educational partners regarding implementing LCAP strategies and progressing toward goals. To evaluate the effectiveness of the LCAP, the District presented data on all required state and local metrics to all educational partners.

All educational partner groups provided input regarding goals, metrics, and actions. The district prioritized the suggestions based on identified areas of need. Four new student leaders have joined our LCAP Team and have facilitated meetings engaging educational partners and seeking input into our priorities.

Monthly: Implementation and Discovery Teams report to the governing board monthly. They provide up-to-date data and explain the current progress within their Theory of Action.
Year-round: Bi-weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.
Weekly Staff Bulletins communicate information about our goals and actions, as well as provide resources to support staff in accomplishing specific LCAP goals.
Ongoing: Resources are provided throughout the year and collected in an online library that supports our three LCAP goals.
Year-round: Individual meetings with classified staff, certificated staff, small groups, parents, students, and principals to identify areas of concern for their students.
Year-round: Chats with the Principal with parent/community members to assist in developing actions/services within the LCAP. We are developing an Essential Playbook that identifies the essentials of a successful school district as it focuses on LCAP goals.
Winter: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results.
Winter: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators
Year-round: Weekly meetings with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school system running efficiently and effectively. Feedback is solicited to make continuous improvements to our plan.
Fall and Spring: Presentation to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP.
Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary.
Winter and Spring: Presentation to the Governing Board at the regular meeting on Educational Educational Partner Input Meetings - input, revision, and summary.
Spring: Staff Meeting and surveys for feedback on LCAP.
Spring: Bargaining Unit meeting to receive feedback on LCAP took place during staff meetings.

Spring: Parents of Special Education students feedback on LCAP
Spring: School Site Council meetings to receive feedback on LCAP.
Spring: Parent Meeting and parent surveys on feedback for the development of the LCAP.
Spring: Parent, staff, and student survey data to inform the local indicators and LCAP development.
Spring: SELPA Director was provided with the plan.
June 13, 2023: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting.
June 16, 2023: LCAP Annual Update, Budget Overview for Parents, 2021-2024 LCAP, and budget adopted at a special board meeting.

A summary of the feedback provided by specific educational partners.

Educational partners had a significant role in providing feedback and refining our plan. After reviewing local and state data and our current actions, services, and goals in our draft plan, educational partners brainstormed our areas of strength and challenges in each of the eight state priorities. We prioritized the areas that educational partners suggested and developed the final plan. We brought back the final plan to all of our educational partners for further feedback. Finally, our LCAP Committee and Governing Board approved the 2023-2024 plan. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Draft goals, actions/services, and summary of proposed LCAP changes presented and input solicited from the following groups:
* School Board-The board was appreciative of all the work done by staff the last few years and support the continued improvement efforts. No suggestions were provided for changes to the LCAP. The LCAP is a standing agenda item and therefore the board is kept abreast of the LCAP progress monthly.
* School Site Council/LCAP Committee-The LCAP Committee provided feedback for refining our systems. They expressed interest in adding Reading Literacy Coach. The district office will undergo a redistribution of duties to be more efficient.
* Bargaining Unit/Faculty-see below for comments from staff surveys. All staff members were provided surveys for feedback on the LCAP.
* Parent, staff, and student surveys:
Staff surveys (Classified and certificated)- Staff stated that they believe they do a great job of emphasizing academics and track students that struggle. They believe they have many layers of support to assist students who need additional support both academically and socially. Staff believe that families set high expectations for the students and that the school promotes academic success. However, staff were concerned about the disruptive student behavior. They would like to see professional learning opportunities in behavior management for dealing with difficult students. Additionally, one staff member expressed that don't feel heard and are hoping that next year they'll have a bigger say in the teams they're on and what schedules/recess/lunch need to be changed. The staff indicated that they would like to refine the execution of Special Education program. Staff also indicated that students need to learn grit. Staff overwhelmingly agreed that the school places a priority on helping students with their social, emotional, and behavioral problem.

Parent surveys- Overall parents appreciate the tutoring and extra support their student(s) receive, they appreciate the office staff, the support staff and the counselor. Parents also appreciate the staff communication and the prompt response they receive when they contact the staff

about concerns. Parents believed the district could improve the following ways: Several parents noted that they would like concerns addressed when brought to the school attention, multiple parents expressed concerns about students not making the progress compared to other schools, provide transition time for students with disabilities into the regular education class, one parent was concerned about a specific classroom that has a very distracting classroom environment, it takes too long to provide existing IEP students with services that are new to the school, parents would like the teachers to communicate if they have concerns about a student instead of only providing progress through the Aeries portal, parents believe the communication from certain teachers is inconsistent, parents would appreciate a mid-year parent conference to discuss student progress, implement a bully free policy on the buses, implement school wide classroom management as disruptive behaviors are concerning and counter productive to the learning environment, and parents would like to see consistency in the the behavior expectations.

Student surveys-Students believed strongly that staff cared about them and expected them to do their best all of the time. Mental health was a concern for students. Students expressed concerns that they had been worried and had difficulty expressing their feelings in the past week.

* SELPA-The plan was submitted to the SELPA for review but we did not receive any suggestions for revision.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After reviewing the data, we identified areas of concern with our students with disabilities, white, Hispanic, English Learners, and low-income students. Chronic absenteeism, suspensions, and academics show a need for improvement based on local and state data. New actions have been placed in the actions to support these areas of concern. We refined many of our actions/services based on the feedback from parent, staff and student surveys. We plan to add a music teacher, a social worker/Community School Coordinator, and a Literacy Coach. Literacy will be our academic focus for the next several years. We are also restructuring the District Office to make it more efficient. Finally, we will continue to refine our problems of practice and our eight Improvement Teams. Parents indicated the need for improvements in classroom management and behavior. We will work as a district to refine our Positive Behavior Intervention and Supports (PBIS). We will target our student groups that are struggling to meet academic and behavioral growth and we will use the guidance of professional learning sessions from various experts in the specific field of our strategic plan for unified improvement. Educational partners' input has clarified these needs and will guide the continued work in our district. A new principal with social emotional learning strengths will be added to the primary school as well as a vice principal/TOSA to the elementary school.

We will continue to offer expanded learning opportunities to our students during scheduled vacations, after school, and summer school/camps.

Goals and Actions

Goal

Goal #	Description
1	Literacy across the content areas for all.

An explanation of why the LEA has developed this goal.

Each Discovery Team will focus on literacy across the content areas for all. Each team has a specific area of concern and problem statement that will drive their improvement cycles. Our faculty and staff have developed a strategic plan to develop vertical alignment across the content areas including the areas of curriculum, assessment, and instructional practices. We use improvement science tools to organize our thoughts, seek input, and develop a strategic plan. We will provide students with targeted and strategic support based on their identified academic and social needs. Student engagement, social-emotional learning, interventions, and explicit direct instructional strategies will be a focus in the next few years as evidenced by our goals and actions throughout the LCAP. We will continue to develop meaningful assessments in order to determine students' needs and strengthen instructional practices to respond to those needs.

We believe that literacy skills are the building blocks for effective communication. Our students will apply these skills in school, work, and relationships. Literacy across the content areas helps students: 1. think critically, ask questions, and communicate effectively 2. address challenges 3. reach their full potential.

We plan to increase services for our most at-risk students by providing academic, behavioral, and social-emotional support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator Teacher Credentialing	94% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	93% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials		100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator State Standards Implementation District administered survey for implementation of standards	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.		100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.
State Indicator Unduplicated Pupils	100% of Happy Valley Union Elementary School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	100% of Happy Valley Union Elementary School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	100% of Happy Valley Union Elementary School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.		100% of HVUESD (Happy Valley Union Elementary School District) programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.
Local Indicator Broad Course of Study- The School Master Calendar reflects programs and services developed and provided to unduplicated pupils, pupils with exceptional	100% of students provided a broad course of study	100% of students provided a broad course of study	100% of students provided a broad course of study		100% of students provided a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs, as well program services.					
Local Indicator Local Assessments, Star Reading, SBAC, iReady Reading, iReady Mathematics, Star Math, BPST	Kindergarten Data 83% of students mastered upper case letter recognition 76% of students mastered lower case letter recognition 61% of students mastered upper case letter sounds 61% of students mastered lower case letter sounds iReady Math Diagnostic at or above grade level standard • 1st grade:15% • 2nd grade: 24% • 3rd grade: 16% • 4th grade: 38% • 5th grade: 15% iReady Reading Diagnostic-at or above grade level standard	Kindergarten Data 83% of students mastered upper case letter recognition 76% of students mastered lower case letter recognition 61% of students mastered upper case letter sounds 61% of students mastered lower case letter sounds iReady Math Diagnostic at or above grade level standard • 1st:n/a • 2nd grade: 21% • 3rd grade: 31% • 4th grade: 38% • 5th grade: 50% iReady Reading Diagnostic-at or above grade level standard • 1st grade: n/a	Kindergarten Data 63% of students mastered upper case letter recognition 46% of students mastered lower case letter recognition 38% of students mastered upper case letter sounds 38% of students mastered lower case letter sounds iReady Math Diagnostic at or above grade level standard • 1st grade: 28% • 2nd grade: 22% • 3rd grade: 16% iReady Reading Diagnostic-at or above grade level standard • 1st grade: 34%		Kindergarten Data 100% of students mastered upper case letter recognition 100% of students mastered lower case letter recognition 100% of students mastered upper case letter sounds 100% of students mastered lower case letter sounds iReady Math Diagnostic at or above grade level standard • 1st:45% • 2nd: 54% • 3rd: 46% • 4th: 68% • 5th: 45% iReady Reading Diagnostic-at or above grade level standard • 1st grade: 59% • 2nd grade: 74% • 3rd grade: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 1st grade: 29% • 2nd grade: 44% • 3rd grade: 68% • 4th grade: 47% • 5th grade: 24% STAR Math Assessment-at or above grade level • 4th grade: 33% • 5th grade: 10% • 6th grade: 19% • 7th grade: 14% • 8th grade: 19% STAR Reading Assessment-at or above grade level • 4th grade: 63% • 5th grade: 29%	• 2nd grade: 32% • 3rd grade: 70% • 4th grade: 38% • 5th grade: 10% STAR Math Assessment-at or above grade level • 4th grade: 59% • 5th grade: 63% • 6th grade: 21% • 7th grade: 40% • 8th grade: 38% STAR Reading Assessment-at or above grade level • 4th grade: 61% • 5th grade: 39% • 6th grade: 42%	• 2nd grade: 32% • 3rd grade: 47% • 4th grade: n/a • 5th grade: n/a STAR Math Assessment-at or above grade level • 1st grade: n/a • 2nd grade: 55% • 3rd grade: 47% • 4th grade: n/a • 5th grade: n/a • 6th grade: n/a • 7th grade: n/a • 8th grade: n/a STAR Reading Assessment-at or above grade level • 1st grade: n/a • 2nd grade: 44% • 3rd grade: 30% • 4th grade: n/a • 5th grade: n/a • 6th grade: n/a • 7th grade: n/a • 8th grade: n/a		• 4th grade: 77% • 5th grade: 54% STAR Math Assessment-at or above grade level • 4th grade: 63% • 5th grade: 40% • 6th grade: 49% • 7th grade: 44% • 8th grade: 49% STAR Reading Assessment-at or above grade level • 4th grade: 90% • 5th grade: 59% • 6th grade: 66% • 7th grade: 60% • 8th grade: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 6th grade: 36% • 7th grade: 30% • 8th grade: 30% 30% of all class literature will be non-fiction 40% of Kindergarten students mastered sound/ letter recognition; 60% will be proficient on the reading fluency passage 60% of 1st grade students were able to blend sounds into words-digraphs 40% 1st graders will be at Grade Level in reading fluency as measured by DIBELS 60% 2nd grade students mastered	• 7th grade: 43% • 8th grade: 22% We changed what we are reporting this year.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	long vowel/short vowel combinations 60% 2nd graders at Grade Level in reading fluency as measured by DIBELS				
State Indicator CA School Dashboard Smarter Balanced Assessment English Language Arts	English Language Arts All students 29.9 points below standard ORANGE performance level Districtwide Data 51.1% of all students met or exceeded standard in English language arts 48.54% of 3rd graders at or above standards 49.46% of 4th graders at or above standards 51.68% of 5th graders at or above standards 50.01% of 6th graders at or above standards 51.37% of 7th graders at or above standards 49.41% of 8th graders at or above standards	2021-2022 English Language Arts No CA School Dashboard for academics due to COVID Districtwide Data 23.56% of all students met or exceeded standards in English language arts 43.59% of 3rd graders at or above standard 40.47% of 4th graders at or above standard 18.92% of 5th graders at or above standard 20% of 6th graders at or above standard 23.91% of 7th graders at or above standard 16.37% of 8th graders at or above standard	2022-2023 English Language Arts All students at a low performance level 41.4 points below standard Districtwide Data 32.8% of all students met or exceeded standards in English language arts 59.62% of 3rd graders at or above standard 36.36% of 4th graders at or above standard 41.51% of 5th graders at or above standard 8.16% of 6th graders at or above standard 31.82% of 7th graders at or above standard 18.87% of 8th graders at or above standard		English Language Arts All students 30 points above standard BLUE performance level Districtwide Data All students 80% met or exceeded standard 70% of 3rd graders at or above standards 60% of 4th graders at or above standards 60% of 5th graders at or above standards 60% of 6th graders at or above standards 60% of 7th graders at or above standards 60% of 8th graders at or above standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator CA School Dashboard Smarter Balanced Assessment Mathematics	2019-2020 Mathematics All students 51.9 points below standard ORANGE performance level Districtwide Data 39.73% of all students met or exceeded standard 50.22% of 3rd graders at or above standards 44.94% of 4th graders at or above standards 37.99% of 5th graders at or above standards 38.52% of 6th graders at or above standards 37.84% of 7th graders at or above standards 36.63% of 8th graders at or above standards	2021-2022 Mathematics No CA School Dashboard for academics due to COVID Districtwide Data 19.20% of all students met or exceeded standards in mathematics 38.46% of 3rd graders at or above standard 28.57% of 4th graders at or above standard 10.82% of 5th graders at or above standard 17.77% of 6th graders at or above standard 20% of 7th graders at or above standard 18.18% of 8th graders at or above standard	2022-2023 Mathematics All students at a low performance level 62.1 points below standard Districtwide Data 25.51% of all students met or exceeded standards in mathematics 50.94% of 3rd graders at or above standard 32.56% of 4th graders at or above standard 28.30% of 5th graders at or above standard 4.08% of 6th graders at or above standard 25.58% of 7th graders at or above standard 11.32% of 8th graders at or above standard		Mathematics All students 30 points above standard BLUE performance level Districtwide Data 60% met or exceeded standard 60% of 3rd graders at or above standards 60% of 4th graders at or above standards 60% of 5th graders at or above standards 60% of 6th graders at or above standards 60% of 7th graders at or above standards 60% of 8th graders at or above standards
State Indicator AP EAP Course Completion	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced		HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks		placement examination with a score of 3 or higher 2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks
State Indicator English Learner Proficiency Indicator	36.7% making progress towards English Language proficiency	12% making progress towards English Language proficiency	54.3% making progress towards English Language proficiency		80% making progress towards English Language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator English Learner Proficiency Indicator	Reclassified English Learner 10 students-No data due to privacy concerns	0% student reclassified English Learner	20% student reclassified English Learner		50% Reclassified English Learners
State Indicator CA standards aligned curriculum Staff Survey	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards		100% of students will have access to Common Core State Standards aligned instructional materials. 100% of instructional materials will be aligned to Common Core State Standards
Local Indicator Parent Surveys	Parent survey indicates that 65% believe that the school provides opportunities for families and community members to express their needs and give input.	Parent survey indicates that 73.4% believe that the school provides opportunities for families and community members to express their needs and give input.	Parent survey indicates that 79.4% believe that the school provides opportunities for families and community members to express their needs and give input.		Parent survey indicates that 90% believe that the school provides opportunities for families and community members to express their needs and give input.
State Indicator California Science Test	2019-2020 California Science Assessment 60% proficiency in the area of science	2020-2021 California Science Assessment The CAST was not administered due to COVID.	2022-2023 California Science Assessment 29.45% proficiency in the area of science		80% proficiency in the area of science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicators Parent Survey	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.		100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.
Local Indicator Access to instructional materials	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.		100% Williams Quarterly reports will show that all students have access to instructional materials.
Local Indicator • Student Survey Results	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade		100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Broad Course of Study with Highly Effective Teachers	• Employ highly effective teachers, focused on high-quality, standards-based curriculum and instruction. • District will maintain Common Core-aligned materials, and the curriculum will be evaluated by faculty and adopted as scheduled.	$809,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Teachers, staff, students, and educational partners utilization of technology and augment the curriculum. • Administrator will monitor the Master Schedule to ensure a Broad Elementary Course of Study is offered as required by EC 51210 and 5120 as applicable. • Character-strengthening skills and college and career readiness will be included in daily learning opportunities • Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STREAM, GATE, Math Counts, small group activities, and online courses. • Staff will use technology to augment the curriculum. • Physical Education equipment will be used to promote healthy learning • 6th, 7th and 8th Grade elective period-supplies • Supplies and books for UDL/STREAM-related activities • Services and other operating expenditures and licenses and subscriptions related to services • School will maintain one-to-one Chromebooks for students in grades K to 8th. • Annual instructional material adoptions • Supplemental materials purchased to enhance CORE curriculum		
1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	• Maintain smaller class sizes in order to support differentiated academic access. *Maintain teachers and para-educators to provide a quality education. • The use of technology and data analysis will inform prescriptive/differentiated instruction. • Staff will continue to investigate the root causes of low-performing students and apply strategies to increase student learning.	$435,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Progress monitoring through diagnostic testing will take place in reading/English language arts and mathematics at least four times per year in 1st-8th grade students. * Teach and implement visual student goals * L to J academic goals and improvement strategies * Student Focus Team will respond to Tier 2 and 3 student behaviors with interventions and supports * Tutoring (in person and online) * Universal Design for Learning • Interventions will be provided to foster students, English Learners, low income students, and students with an identified need. • Continue to engage in Implementation and Discovery Team meetings to analyze data to increase learning and employ improvement cycles. The Special Education team will participate in Discovery and Implementation meetings in order to ensure the success of all students and align practices • Summer school will be offered for intervention and enrichment K-8th grade *Maintain summer program with program partners (Project SHARE) *Expanded Learning Opportunities are offered during holiday breaks and summer. *Saturday school for student attendance make-ups • District-wide assessments will be used to show growth, identify needs, and provide summative data to guide further improvement at the state level • Student programs, staff engagement, strong communication, opportunities and resources will address kindergarten readiness, continued student support for all students from TK-8th grade and provide a sense of belonging as families engage in the educational process. * Systems of Support *Catalyst mentoring (18 Tier 2 students) * Neurofeedback (Tier 3 Services) * Botvin Life Skills (Tier 1) * Peer mentoring		

Action #	Title	Description	Total Funds	Contributing
		* Kelvin Pulse Data is used to identify needs		
1.3	Professional Development by Specific Design	• A specific emphasis will be placed on professional development to support English learners, foster youth, low-income, and special education needs. • Staff training: collaboration, data analysis, instructional coaching, establishing expected learner outcomes, and developing high-quality instruction and student learning. • Google training and technology support will be given to all employees • Standards-based curriculum professional development will be provided for instructional staff • Paraprofessionals will receive professional development in order to increase access to literacy across the content areas. They will receive training in SIPPS reading/interventions and other programs to support students and increase learning. * Provide staff with professional development surveys * Universal Design for Learning will be utilized to proved engaged learning * Improvement Science processes will provide ongoing, purposeful improvement. * Use PD staff survey to identify needs for learning. Teachers and staff may request individual professional development opportunities. * Mentors for new teacher support will be provided.	$107,946.00	No
1.4	English Learner Services	• Using the English Learner Road Map as our guide, we will provide our English Learners with the following strategies: • Language development will occur in and through subject matter learning and is integrated across the curriculum,	$19,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		including integrated and designated English Learner Development. • Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. • Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. • English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. • Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. • Parents will be encouraged to participate in their child's education. • Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. • Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners. • English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum • English Learner students will be monitored for annual progress. • English Learner students are provided with both designated and integrated support within the school day. • Bilingual paraprofessionals will support English Learners.		

Action #	Title	Description	Total Funds	Contributing
1.5	Communication/Sense of Belonging	* Engaging in our social media platform (Facebook, Website) * Increase school-wide attendance by the end of each monthly attendance cycle * Discovery and Implementation Teams will be given time to share the story of their improvement cycles with educational partners during collaboration meetings. * Each team identified a specific problem of practice and works to improve it throughout the year. * A new website provides educational partners with a strong communication tool that will keep them informed about our goals and what we have to offer our school community. * Parent Square is used to communicate with educational partners and provides an opportunity for educational partners to give input *Monthly parent engagement collaborative meetings *These communication tools also address LCAP Goals 2 and 3. *Connect to Student Success Meetings	$20,350.00	No
1.6	College Career Readiness	TRIO College Career Readiness provides opportunities to all students, including unduplicated students. TRIO College and Career Readiness	$469.00	No
1.7	Foster Youth and Homeless Youth Services	District Community-Family Liaison provides support to families and helps to align community resources to student and family needsWe provide the following support for Foster and Homeless Youth: Coordinate with caseworker and attendance staff. Ensure that transportation is not a barrier.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Develop “success plans” with goals, steps, services, and accountability. Intervene early when students are missing school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits Provide training to teachers to create a calm and quiet management style and provide reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules. Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Collaborate with county child welfare, probation agencies, and caregivers of youth in foster care including Short-Term Residential Therapeutic Programs (STRTPs) to identify barriers to enrollment and develop procedures for quickly enrolling youth in foster care in school, including enrollment processes and need for distribution of technology		

Action #	Title	Description	Total Funds	Contributing
		and connectivity during periods when remote learning is required due to emergency declarations, natural disasters, or other disruptions. Create/implement policies and practices to ensure all youth in foster care, including all youth in foster care and on probation, regardless of where they live, are identified and given a special designation for purposes of data analysis in the district's student information system (SIS), during the enrollment process and through state and local data matches. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in free and reduced meal program. Assign students a "buddy" to help them learn their way around school. Give the student necessary school supplies, to take home. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, interventions, etc.). We do not penalize Homeless Youth and Foster Youth students for arriving late to school. Keep some nutritional snacks for those students who might need additional nutrition. Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.		

Action #	Title	Description	Total Funds	Contributing
1.8	Curriculum, Assessment, & Instruction	*Assess student needs and evaluate current skills *Use data from assessments to address individual needs *Provide instruction that helps all students achieve *Improve instruction and learning with professional development *Teach literacy skills in all content areas *Provide Universal Design for Learning *Math vertical alignment *Focus on Foundational Reading Skills *L to J Continuous Improvement *Aligning the assessment calendar and refining our district-wide assessment tools	$0.00	No
1.9	Special Education Student Services	• Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be monitored regularly to identify areas of strength and concern for staff to target their areas of need. • Special Education students will be challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. * Implement Universal Design for Learning * Student Study Teams strengthen individual plans for all students and identify specific student needs • Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) • Our Special Education personnel will be trained in ProAct *The SPED Discovery Team is strengthening-aligning processes to improve outcomes for students with disabilities better	$490,099.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Literacy Program Grant	Literacy coach(es) Literacy Professional Development Curriculum Development Reading Specialist Develop school literacy programs and employ and train literacy coaches and reading and literacy specialists. Develop and implement interventions for students in need of targeted literacy support. Paid for by literacy grant funds from the state. Therefore, we are unable to state that is contributes to our unduplicated contribution of increased/improved services. Although, we be directing this funding towards our unduplicated students that are struggling to read.	$76,716.00	No

Goal Analysis [2022-23]

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

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

We added Expanded Learning Opportunities during holiday breaks and summer school. The three year Shasta County Mental Health Grant for tiered Social Emotional Learning was cancelled midway through the grant. We are considering continuing these services for next year as we found them very helpful for our students.

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

We added Expanded Learning Opportunities during holiday breaks.The three year Shasta County Mental Health Grant for tiered Social Emotional Learning was cancelled mid way through the grant. We have decided to continue funding the following: Neurofeedback, Catalyst mentoring (March through May of 2022) We will likely not continue these programs. Action 1.8 Camp Invention kits were not purchased because we went with a different strategy. With staffing challenges, we were not able to implement many of the programs that had been planned.

An explanation of how effective the specific actions were in making progress toward the goal.

These actions have provided mixed results as evidence by state and local academic data. We are below standard in both math and English language arts. We have implemented interventions and individual student success plans. We have noticed a drop in literacy rates when students transition from the primary school to the elementary school. As a result, we have added interventions and tutoring supports at the elementary site. Our students and staff will set goals and identify areas of strength and need in order to make progress towards this goal. We are also using the funding we received from the state to hire a Reading Specialist and have an academic focus of literacy. We will have 4 Implementation Teams focused on improved literacy that meet weekly to examine data and improvement.

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

Action 1.2 -As the Mental Health Grant ended, we eliminated Catalyst mentoring and Neurofeedback in the 2023-2024 school year. Action 1.3-We added Mentors for new teacher support. We added monthly parent engagement meetings to Action 1.5. We added focus on foundational reading skills and refined districtwide assessment tools under Action 1.8. Action 1.9 We anticipate our psychologist costs to increase due to higher needs. We plan to shift personnel from virtual speech pathology to in-person services. This will free up additional personnel to support students in the classroom. Our data indicated that we needed to focus on literacy so we added Action 1.10 Reading Coaches/Reading Specialists and professional development and reading curriculum. We removed two metrics because they were repeats of metrics within this goal.

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

Goals and Actions

Goal

Goal #	Description
2	Social and emotional learning

An explanation of why the LEA has developed this goal.

The residual effects of COVID have magnified the need for additional social-emotional support and increased suspension rates. Supports and interventions should be put in place to reduce suspension rates. Our suspension rates need to decrease. Student engagement, social-emotional learning, interventions, and explicit direct instructional strategies will be a focus in the next few years as evidenced by our goals and actions throughout the LCAP.

We are designing student-centered character-strengthening learning opportunities for our school community.

We believe that when students are regulated and mindful, they can access learning more successfully. We believe in building a school family and creating a sense of belonging for ALL students. Moreover, we will to provide the necessary support to regulate student emotions by building life skills, making connections within the school community, and advancing student achievement.

Using the LCSSP grant funds, we will use the Chronic Absenteeism Coordinator to target students that are chronically absent to eliminate any barriers that are keeping them from attending school.

Our Student Support Team will seek to understand student needs, and meet regularly to coordinate resources as they align with specific student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator California State Dashboard Suspension Rate	2019-2020 RED performance level 6.3% students suspended at least once	No performance level data due to CA School Dashboard reset 6.18% students suspended at least	Very high suspension level 6.1% students suspended at least once		BLUE performance level Less than 2% students suspended at least once

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		once (Data as of May 4, 2022)			
State Indicator California State Dashboard Expulsion Rate	0% expulsion rate	Less than 1% expulsion rate	Less than 1% expulsion rate		0% expulsion rate
State Indicator California State Dashboard Middle School Dropout Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate		Maintain 0% middle school dropout rate
Local Indicator Staff Feedback	All staff received professional development provided for identified areas of need	All staff received professional development provided for identified areas of need	All staff received professional development provided for identified areas of need		All staff received professional development provided for identified areas of need
State Indicator High School Drop Out Rate High School Graduation Rate	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.		Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.
Local Indicator: Behavior Intervention	Online Behavior Incident Reports and Assertive Discipline records (formerly called referrals) will be	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor		100% of certificated and classified staff have access to online Behavior Incident Reports to monitor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	used for ongoing monitoring of behavior interventions. 75% of the staff will use the online referral system	behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system	behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system		behavior interventions and supports. 100% of the staff will use the online referral system

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Support	• Parent support of the Multi-Tiered, Multi-domain System of Support will be encouraged through parent engagement meetings and outreach. (Parent Square, Facebook, meetings, website, phone calls home, home visits, parent engagement events, etc.) • Parent meetings will address the differentiated needs of specific student groups. • Resources and support will be provided through our website, letter/bulletin communication, on-site resources, and other forms of communication and outreach. • Family/Community Liaisons will provide outreach and support such as technology, curriculum, and outside service referrals. • Surveys will be given, and meetings will be held to engage parents and community input • Parents will be invited to events to give input once per trimester • Families, students, staff, and the community are invited to attend events and activities. • Technology displays will promote events, school bulletin, and community events. • Behavior Coach will teach strategies for student self-regulation	$94,395.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Trauma Informed Practices/Social Emotional Learning Professional Development/Student Engagement	• Professional development in trauma-informed practices, restorative practices, and Social Emotional Learning (SEL) will provide ongoing support to ALL students and address specific student needs of social-emotional learning needs. • Professional development will be offered to classified and certificated personnel to enhance their knowledge of the above topics as well as professional development in behavior coaching for students. • Improvement science tools will be used to build capacity and guide SEL practices. • Shared Google documents are used to identify student needs, strengthen communication among staff, and help students make connections with staff. • Volunteers, provided by outside organizations, will assist students and address student interests, and provide opportunities • Field trips to support academic achievement, college and career readiness, and social-emotional learning will advance student achievement and create a sense of belonging. • Professional development will be provided to select staff at each school * Professional development opportunities for new teachers will include Capturing Kids Hearts, Restorative Practices, L to J Improvement Science, Positive Behavior Interventions and Supports, and Improvement Team introduction. • A full-time counselor will facilitate small group counseling, Mindfulness practices, and other mental health-related counseling related to education. • Mindfulness Practices will be offered on the primary and elementary sites	$103,344.00	No

Action #	Title	Description	Total Funds	Contributing
		• Social-emotional counseling will support students with disabilities, foster students, and other students with identified needs.		
2.3	Data Analysis and Screening Protocols	* Our staff will continue to analyze data to inform social and emotional learning. * Administrators and classroom teachers will continue to disaggregate data to inform the improvement of our district-wide system. * Continue to engage in Implementation Team meetings to analyze data to increase learning and employ improvement cycles. * Staff will meet at least twice monthly with Positive Behavior Interventions & Supports and other leadership teams to implement and calibrate PBIS with integrity from TK-grade * Implementation Teams will analyze data and discuss change ideas to inform the implementation of Positive Behavior Interventions & Supports. * Utilize technology that supports implementing a Multitiered System of Support, Positive Behavior Intervention & Supports, Social Emotional Learning, and the communication necessary to support students and our school community. * Student Focus Teams meet weekly to support students with Tier 2 and Tier 3 needs. * Behavior Intervention Reports provide clarity to improve the environment and student behavior expectations and improve student outcomes. * Communication with families will inform our continuous improvement cycles. * Individual Student Support Plans provide a clear understanding of student progress in our three goal areas and communication among teachers and staff about each child's journey * Student Study Team meetings focus on student progress, success, and areas of concern. * Administer Healthy Kids Survey * Kelvin Pulse Data	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Community Day School	• Community Day School will focus on differentiated instruction to meet the needs of all students in the program. • Community Day School teacher and paraprofessionals will attend professional development in literacy across the content areas and social-emotional learning. • Staff will investigate other Community Day School and alternative placement sites to improve the Community Day School system. • Community Day School staff will work with behavior specialists to develop a system for student academic and Social Emotional Learning success. • Our Community Day School personnel will attend professional development sessions that will improve the Community Day School system and student learning. • Hire a reading specialist using funds from CDE specifically targeted to schools with high poverty rates. • All Community Day School personnel will be trained in ProAct	$163,262.00	Yes
2.5	Friday Night Live & California Youth Partnership	Friday Night Live & California Youth Partnership provide mentorship to students with a focus on healthy choices and character building	$0.00	No
2.6	Professional Development	• Coaching opportunities will focus on Multi-Tiered Multi-domain System of Support (MTMDSS), Positive Behavior Interventions & Supports, and, specifically, expanding to strengthening the MTMDSS supports • All staff will be trained in Multi-Tiered Multi-domain System of Support (MTMDSS) and Positive Behavior Interventions & Supports	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Professional development will focus on MTMDSS and provide support to teachers and staff in the areas of our 3 goals: literacy, social-emotional learning, and a safe engaging school community. • A specific emphasis will be placed on professional development to support English learners, foster youth, low-income, and special education needs. • Employ highly qualified support staff to guide Social and Emotional Learning within the Multi-Tiered Multi-domain System of Support system while providing Positive Behavior Interventions & Supports to ALL students. • Utilize technology that supports the implementation of a Multi-Tiered Multi-domain System of Support, Positive Behavior Interventions & Supports, Social Emotional Learning, and the communication necessary to support students and our school community. *Universal Design for Learning provides engaging instruction and learning opporutnities in all goal areas. *School-wide and classroom-level improvement cycles establish and strengthen district-wide alignment to meet the needs of all students.		
2.7	Student Supports	School Counselor and School Psychologist Vaping awareness for students Peer mentoring-Grade level buddies assist students in creating positive culture at school Elevate Youth small groups	$171,738.00	No

Goal Analysis [2022-23]

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

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

All actions and services in this goal were implemented. We were able to add more counseling services as we agreed to be a part of the Shasta County Health and Human Services grant. We added peer mentoring and vaping awareness to student supports. Our Implementation Teams have proved beneficial. Each staff member is assigned to a team where they analyze data and put an action plan in place to target the identified area of need(s). The Community Day School is used by other districts in the south county and has helped students refocus on learning and receive additional mental health services. Additionally, the Community Day School received additional funds to hire a full-time reading interventionist.

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.

We hired a reading specialist using funds from CDE specifically targeted to schools with high poverty rates and low CAASPP scores. With staffing challenges, we were not able to implement some of the programs that had been planned.

An explanation of how effective the specific actions were in making progress toward the goal.

These actions were mostly effective at meeting the goal with the exception of student suspensions and expulsions. We continue to have a very high suspension rate and we are exploring alternatives to suspension. We will refine our Multi-Tiered System of Support to address our students mental health and academic needs. Staff will also review the Positive Behavior Intervention and Support data to identify areas of refinement and ensure consistency across both school sites. Using the Differentiated Assistance model, we will work with SCOE to identify areas in need of improvement and implement new actions based on the data.

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

Action 2.3- We eliminated CAASPP as it was repeated in another action. Action 2.4 We are considering alternative to ProAct Training. We added Kelvin Pulse Data and Healthy Kids data to our Local Indicator Report. Finally, we added to Action 2.7-peer mentoring.

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

Goals and Actions

Goal

Goal #	Description
3	Strengthening a safe school community.

An explanation of why the LEA has developed this goal.

We want to continue to provide an inviting, safe school. Additionally, we want to focus on reducing absences using our individual student plans and the Chronic Absenteeism Coordinator to address the barriers students face to attending school. The following student groups have a high rate of chronic absenteeism: 22.6% Homeless,18.2% Hispanic, 14.1% Socioeconomically Disadvantaged, 17.6% Students with Disabilities, 18.2% American Indian and 13.3% White. We believe that students need to be at school for direct instruction in order to grow academically.

We believe we are better together through: meeting the student needs, parent/teacher-student connections, a safe school community, and family/community engagement. It is our goal to provide a strong sense of belonging in a safe school community.

Summer projects to improve and maintain facilities are needed.

We need to address challenges of student truancy (chronic absenteeism) and support pupils who are at risk of dropping out of school; especially our Native American students. We also would like to add Restorative Justice Practice training for our entire staff.

There is a need to provide all staff with professional development in restorative justice practices and strategies to support our most at-risk students and provide them with the necessary skills to solve problems.

For the past three years, we have been identified for Differentiated Assistance (DA) and have put strategies in place to target our student groups that have a high number of absences. We have also established an attendance campaign for next year. We will encourage students to attend school and provide engaging lessons and extra curricular activities. The Shasta County Office of Education met with the principal/superintendent to discuss data that identified our school for Differentiated Assistance in chronic absenteeism and identify actions for improvement. We have put actions within our LCAP to address these concerns.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator • Staff Survey Results	37.8% of staff returned their survey 65.4% feels the District provides adequate time for teacher collaboration 90% of staff takes pride in the appearance of the schools 95% of staff feel safe at school 90% of staff feel that rules and consequences are fair and clearly communicated to students 76% of staff feel that they get useful feedback from administration concerning their teaching 46.4% of staff feel that parents are actively involved with the school	We have 67 employees and 41 of the employees responded to the survey. We have also refined the survey questions this year. 87.8% agree or strongly agree this school sets high standards for academic performance for all students. 83% agree or strongly agree this school emphasizes teaching lessons in ways relevant to students. 83% agree or strongly agree the programs and resources at this school are adequate to support students' learning. 53.6% believe there is severe or moderate problems with disruptive student behavior.	These results are now reported in the Local Indicator Report that accompanies the LCAP.		100% agree or strongly agree this school sets high standards for academic performance for all students. 100% agree or strongly agree this school emphasizes teaching lessons in ways relevant to students. 100% agree or strongly agree the programs and resources at this school are adequate to support students' learning. 0% believe there is severe or moderate problems with disruptive student behavior. 100% agree or strongly agree I can manage almost any student behavior problem.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	92.9% of staff feel that parents are made to feel welcome at school 57% of staff feel that the District provides relevant professional development opportunities	70.7% agree or strongly agree I can manage almost any student behavior problem. 61% agree families are aware of the behavioral expectations for their children. 48.8% believe that there are quite respectful relationships between staff and students. 95.1% agree or strongly agree this school places a priority on addressing students' mental health needs. 97.6% agree or strongly agree this school places a priority on helping students with their social, emotional, and behavioral problems. 100% agree or strongly agree this			100% agree families are aware of the behavioral expectations for their children. 100% believe that there are quite respectful relationships between staff and students. 100% agree or strongly agree this school places a priority on addressing students' mental health needs. 100% agree or strongly agree this school places a priority on helping students with their social, emotional, and behavioral problems. 100% agree or strongly agree this school provides quality counseling or other services to help students with social or emotional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school provides quality counseling or other services to help students with social or emotional needs. 83% agree or strongly agree this school places a priority on teaching students strategies to manage their stress levels. 82.9% agree or strongly agree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs. 58.5% agree or strongly agree if a student has done something well or makes improvement, staff contact his/her parents. 82.9% agree or strongly agree staff do a good job helping parents understand			100% agree or strongly agree this school places a priority on teaching students strategies to manage their stress levels. 100% agree or strongly agree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs. 100% agree or strongly agree if a student has done something well or makes improvement, staff contact his/her parents . 100% agree or strongly agree staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		when their child needs to learn social, emotional, and character skills. 82.9% agree or strongly agree staff do a good job helping parents to support their children's learning at home. 85.3% agree or strongly agree at this school, staff are given the opportunity to take part in decision making. 56.1% believe they work with colleagues that have quite or extremely positive attitudes. 48.8% believe that on most days, students are quite or extremely enthusiastic about being at school. 87.8% agree or strongly agree students are encouraged to get			100% agree or strongly agree staff do a good job helping parents to support their children's learning at home. 100% agree or strongly agree at this school, staff are given the opportunity to take part in decision making. 100% believe they work with colleagues that have quite or extremely positive attitudes. 100% believe that on most days, students are quite or extremely enthusiastic about being at school. 100% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 100% agree or strongly agree at this

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		involved in extra-curricular activities. 73.1% agree or strongly agree at this school, students are given the opportunity to take part in decision making.			school, students are given the opportunity to take part in decision making.
Local Indicator • Parent Survey Results	**83% Parents/Guardians Responded to the Parent Survey 78% feel their child is valued, respected, and cared about by their child's teacher; 17% somewhat agree 52% feel their child is receiving a high quality, rigorous education; 33% somewhat agree 57% of parents feel they are well informed about classroom & school events; 27% somewhat agree 63% of parents feel their child's teacher	22 parents participated in the parent survey. (May 4, 2022) We changed the survey questions to glean different information from our parents. 95.4% agree or strongly agree that Happy Valley emphasizes helping students academically when they need it. 91% agree or strongly agree are aware of the academic expectations for their child(ren).	These results are now reported in the Local Indicator Report that accompanies the LCAP.		Parent Survey We changed the survey questions to glean different information from our parents. 100% agree or strongly agree that Happy Valley emphasizes helping students academically when they need it. 100% agree or strongly agree are award of the academic expectations for their child(ren). 100% agree or strongly agree Happy Valley promotes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	keeps them informed of academic progress; 34% somewhat agree 59% of parents feel they are well informed of their child's behavior at school; 36% somewhat agree 78% of parents feel that their child's teacher is positive & friendly; 13% somewhat agree 75% of parents feel welcome at their child's school; 13% somewhat agree 72% of parents feel that the school staff show respect for the students; 22% somewhat agree 72% of parents feel the provides a safe & caring environment for their child; 24% somewhat agree	86.4% agree or strongly agree Happy Valley promotes academic success for all students. 81.8% agree or strongly agree Happy Valley sets high standards for academic performance for all students. 86.3% agree or strongly agree Happy Valley emphasizes teaching lessons in ways relevant to students. 81.8% agree or strongly agree the programs and resources at Happy Valley are adequate to support student's learning. 0% believe that disruptive student behavior is a severe problem.			academic success for all students. 100% agree or strongly agree Happy Valley sets high standards for academic performance for all students. 100% agree or strongly agree Happy Valley emphasizes teaching lessons in ways relevant to students. 100% agree or strongly agree the programs and resources at Happy Valley are adequate to support student's learning. 0% believe that disruptive student behavior is a severe problem. 100% believe that disruptive student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		27.3% believe that disruptive student behavior is a moderate problem. 50% believe that disruptive student behavior is a mild problem. 22.7% believe that disruptive student behavior is an insignificant problem. 59.1% agree or strongly agree that Happy Valley staff manage student behavior issues when they arise. 86.4% agree or strongly agree that my family is aware of the behavioral expectations that Happy Valley has for students. 0% believe relationships between staff and students are not at all respectful.			behavior is a moderate problem. 100% believe that disruptive student behavior is a mild problem. 100% believe that disruptive student behavior is an insignificant problem. 100% agree or strongly agree that Happy Valley staff manage student behavior issues when they arise. 100% agree or strongly agree that my family is aware of the behavioral expectations that Happy Valley has for students. 0% believe relationships between staff and students are not at all respectful. 0% believe relationships between

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		9.1% believe relationships between staff and students are slightly respectful. 0% believe relationships between staff and students are somewhat respectful. 54.5% believe relationships between staff and students are quite respectful. 36.4% believe relationships between staff and students are extremely respectful. 59.1% agree or strongly agree Happy Valley places a priority on addressing students' mental health needs. 77.3% agree or strongly agree Happy Valley places a priority on helping students with their social, emotional, and behavioral problems.			staff and students are slightly respectful. 0% believe relationships between staff and students are somewhat respectful. 10% believe relationships between staff and students are quite respectful. 90% believe relationships between staff and students are extremely respectful. 100% agree or strongly agree Happy Valley places a priority on addressing students' mental health needs. 100% agree or strongly agree Happy Valley places a priority on helping students with their social, emotional, and behavioral problems. 100% agree or strongly agree Happy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		50% agree or strongly agree Happy Valley provides quality counseling or other services to help students with social or emotional needs. 86.3% agree or strongly agree Happy Valley places a priority on teaching students strategies to manage their stress levels. 54.6% agree or strongly agree Happy Valley provides the materials, resources, and training necessary for me to support students' social or emotional needs. 59.1% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement. 90.9% agree or strongly agree Happy			Valley provides quality counseling or other services to help students with social or emotional needs. 100% agree or strongly agree Happy Valley places a priority on teaching students strategies to manage their stress levels. 100% agree or strongly agree Happy Valley provides the materials, resources, and training necessary for me to support students' social or emotional needs. 100% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement. 100% agree or strongly agree Happy Valley staff help families understand

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Valley staff help families understand when children need to learn social, emotional, and character skills. 81.8% agree or strongly agree Happy Valley staff do a good job helping families to support their child(ren)'s learning at home. 72.7% agree or strongly agree at Happy Valley, parents are given the opportunity to take part in decision making. 0% believe that the attitudes of the staff at Happy Valley are not positive at all. 4.5% believe that the attitudes of the staff at Happy Valley are slightly positive. 13.6% believe that the attitudes of the staff at			when children need to learn social, emotional, and character skills. 100% agree or strongly agree Happy Valley staff do a good job helping families to support their child(ren)'s learning at home. 100% agree or strongly agree at Happy Valley, parents are given the opportunity to take part in decision making. 0% believe that the attitudes of the staff at Happy Valley are not positive at all. 0% believe that the attitudes of the staff at Happy Valley are slightly positive. 0% believe that the attitudes of the staff at Happy Valley are somewhat positive.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Happy Valley are somewhat positive. 50% believe that the attitudes of the staff at Happy Valley are quite positive. 31.8% believe that the attitudes of the staff at Happy Valley are extremely positive. On most days, how enthusiastic are Happy Valley students about being at school? 0% not at all enthusiastic 13.6% slightly enthusiastic 36.4% somewhat enthusiastic 40.9% quite enthusiastic 9.1% extremely enthusiastic 81.8% agree or strongly agree students are encouraged to get involved in extra-curricular activities.			10% believe that the attitudes of the staff at Happy Valley are quite positive. 90% believe that the attitudes of the staff at Happy Valley are extremely positive. On most days, how enthusiastic are Happy Valley students about being at school? 0% not at all enthusiastic 0% slightly enthusiastic 0% somewhat enthusiastic 10% quite enthusiastic 90% extremely enthusiastic 100% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 100% agree or strongly agree at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		81.8% agree or strongly agree at Happy Valley, students are given the opportunity to take part in decision making.			Happy Valley, students are given the opportunity to take part in decision making.
Local Indicator Parent Engagement-Decision Making	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.		100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.
Local Indicator Parent Engagement-Events	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher		Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA		Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA
Local Indicator Basic Services FIT Report	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair		100% of facilities in good repair
State Indicator California State Dashboard Chronic Absenteeism Rate	All Students 5.8% Low income 7.05% Homeless Youth 11.8% Foster Youth 0% English Learners 2.7% Students with Disabilities 7.15% White 4.6% American Indian 5.15% Asian 6.45% African American 4.55% Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	All Students 5.8% Low income 7.05% Homeless Youth 11.8% Foster Youth 0% English Learners 2.7% Students with Disabilities7.15% White 4.6% American Indian 5.15% Asian 6.45% African American 4.55% Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	All Students 13.5% Low income 14.1% Homeless Youth 22.6% Foster Youth data not displayed for privacy English Learners 10% Students with Disabilities 17.6% White 13.3% American Indian 18.2% Asian 2.6% African American 0% Filipino 0% Hispanic/Latino 18.2% Pacific Islander-data not displayed for privacy Two or more races 10.7%		All Students 2% Low income 2% Homeless Youth 2% Foster Youth 0% English Learners 2% Students with Disabilities 2% White 2% American Indian 2% Asian 2% African American 2% Filipino 0% Hispanic/Latino 2% Pacific Islander 0% Two or more races 2%
State Indicator Chronic Absenteeism	2019 ORANGE performance level	2021 No performance level indicators for the CA School Dashboard	2022 Very high level of chronic absenteeism		BLUE performance level Less than 2% chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11.6% chronic absenteeism rate	4.48% chronic absenteeism rate (as of May 4, 2022)	13.5% chronic absenteeism rate		
Local Indicator Attendance Rate	93% attendance rate	92.91% attendance rate (as of May 4, 2022)	90.8% attendance rate as of May 1st		98% attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement-Connect to the educational environment	* Family-centered activities * Project SHARE After School * Leadership opportunities * Specialized support system * Enrichment, learning, growing, participating * After-hours events for families and our students *Community Engagement Improvement Team will focus on improving the sense of belonging *Emergency Operations Team (EOT) will focus on improving safety procedures *The website will provide a sense of direction regarding a sense of belonging and safety *Community Engagement Initiative Team plans monthly family and student events and collaborative opportunities within the school community * We encourage our students and families to contact a trusted adult at the school if a student needs help. If a student needs help solving a problem, knows of something unsafe, or wants support from an adult, we are here to help. We encourage families to contact teachers to ask clarifying questions or partner with the teacher and staff to support a student. We always appreciate family and student input. * Communication-Facebook, Parent Square, HVUSD Website	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Target Chronically Absent Students--SART/SARB	* SART and SARB will be integrated into the attendance program, to provide additional supports and resources. * Paraprofessional support will be used to sustain the attendance program. * Field trips and incentives will be used to encourage good behavior and increased attendance. * Continue to engage in Improvement Team meetings to analyze data to target students with attendance issues * Attendance and chronic absenteeism will be addressed through a newly developed incentive and inclusion program. * Increase attendance with unduplicated student populations using the Chronic Attendance Coordinator through the Mountain Valley Education Consortium. * SCOE Community Connect (attendance, behavior, and family support) * Staff use Aeries Analytics to inform processes and support students	$80,708.00	No
3.3	Facilities	Facilities summer maintenance projects	$297,579.00	No
3.4	School Safety	• Students and staff will be trained in school safety procedures. • Staff supervising the playground will be trained in safety and student engagement through structured playground activities. • Materials and equipment will be purchased to support improving student options as they align with SEL and student engagement. • An online emergency plan will be reviewed with local law enforcement agencies, and further development of this plan is in progress. • A safety manual will be updated	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Technology will support our safety plan. • Cameras, safe access, and fencing will improve safety on both campuses. • Website includes an Emergency Response System • Local law enforcement and Citizens' Patrol will support as needed. • Cyberbullying and digital citizenship training will be provided to all staff to support student citizenship. • Input will be sought from parents to understand the need for increased safety through surveys and personal conversations. • Staff will be trained in Positive Behavior Interventions and Supports (PBIS) • Counselors and/or Behavior coaches will support students within and outside the classroom. (Cost already captured in Goal 2) • Students may utilize sensory tools to help regulate emotions and help re-engage in learning. • Online Catapult Emergency Management System for emergency operations		
3.5	Safety & Sense of Belonging	* Middle school electives * Student Council (Student Leadership) * Personal relationships * Connections rosters * Athletics and student engagement activities * Kelvin pulse data * Positive Behavior Interventions & Supports * Student Focus Team * Student Study Team * Restorative Justice * Intra-murals * Friendship Circles * Club/Activities * Greenhouse participation	$90,163.00	No

Action #	Title	Description	Total Funds	Contributing
		* Portfolios * Library * Service projects * Student Success Plan * Student training/expectations * TRIO We build school culture and a positive environment by establishing school-wide expectations. We share and review expectations with students and staff at the beginning and throughout the school year. Our school-wide expectations for all areas focus on respect, responsibility, and safety. As school community members, we are safe, respectful, and responsible in everything we do each and every day.		
3.6	Native American Student Support	* Progress monitoring truancy for our Native American * Provide necessary support based on the needs of family/student * Quarterly collaborative sessions to support Native American students who are at risk of dropping out of school. * In-kind cost for 1 school representative and 1 district representative to participate (4 sessions that are 90 minutes each=6 hours)	$0.00	No
3.7	Professional Development	Professional Development for all staff in Restorative Justice Practices to support Native American students.	$0.00	No

Goal Analysis [2022-23]

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

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

The actions in this goal were carried out successfully. We added a few actions this past year to enhance our school safety procedures and communication.

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.

We added Implementation of Catapult Emergency Management System to Action 3.4. We added a new website this year in Action 3.1. With staffing challenges, we were not able to implement some of the programs that had been planned.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were not effective at meeting the goal as evidence by our very high chronic absenteeism rate. We continue to battle the affects of the pandemic. Parents are asked to keep their child at home if they exhibit any COVID symptoms. This has resulted in a high rate of absenteeism. We continue to have our Chronic Absenteeism Coordinator make home visits and target our families and students needing additional support. The Chronic Absenteeism Coordinator works with the families to remove the barriers keeping them from sending their children to school. Furthermore, the Coordinators works with the student to set goals for attendance. We have also increased mental health supports to support our students having difficulty.

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

Action 3.1 We added the Community Engagement Initiative Team. This team plans monthly family and student events and collaborative opportunities within the school community to engage our families. We believe families have a lot to contribute to our school community. We also added a new website to better communication our mission, vision and resources to support our students and families. Added to Action 3.2-Staff use Aeries Analytics to inform processes and support students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
847,346.00	55,691.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.53%	8.10%	$363,135.25	25.63%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental and concentration funds will be principally directed to support the unduplicated pupils and enhance the overall program. A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs based on our feedback from our educational partners and our metrics. Specifically, our low-income student data indicates the need for added support with academic interventions, attendance interventions, and behavior supports.
It is our belief that the most effective way to provide opportunities to the unduplicated pupils is through the actions steps in our goals. The supplemental funds provide for additional targeted interventions, lower student/staff ratios in TK/K/1/2/3, counseling services, Response to Intervention model, Kindergarten readiness, and access to nutritional meals. The English Learner Coordinator, Foster/Homeless Youth Coordinator, and two Counselors between our two sites to directly support the unduplicated student groups.
All services are planned to be implemented district-wide because of the low percentage of targeted students in a school district with small class sizes. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. Our overall strategy includes groupings of all students with similar needs regardless of whether or not they are in a targeted student group. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes, provide

instructional aides, counseling, behavioral supports, and interventions to strengthen the educational program.
Being a small, rural school district many of the strategies described are best applied universally, and although principally directed with unduplicated pupils in mind, these strategies will benefit all students.
Improvement Teams-We use a data system to effectively track and target our most at-risk students. The data system provides a way to communicate with parents and allows staff to identify Tier 1, 2, and 3 students supports both academically and behaviorally.
Interventions-Our instructional interventions are implemented daily to assist students with their identified areas of need. Our staff recognize that students can have many different needs. Staff work in small groups to support individual student need in academically and socially.

Instructional interventions are:

*Intentional: They're aimed at a particular challenge.

*Specific and formalized: Intervention is provided within the classroom and a intervention teacher provides small group instruction based on student needs.

*Our robust intervention system targets students needs and are adjusted based on the local data.

*Even though instructional interventions are formalized, they can be flexible, too. For example, if a program isn't helping a student, the school might change it. This could mean increasing the amount of time a student gets reading support each week. Or it might mean getting more intense support—like moving from small group instruction to one-on-one help.

*Students are provided with small group homework assistance in a comfortable, supportive environment on a daily basis. Students are taught organization skills as well during this time. Our staff provides differentiated support in any area the students are struggling in.

Behavioral Specialists-Provide one-on-one support for our at-risk students. Continue check-ins/check-out system.
Counselors-support Social Emotional Learning for our most at-risk students.
In determining the most effective use of supplemental and concentration funds, the following information was considered:

* Review of the CA School Dashboard student group report to identify which student groups need additional support

* Current local and state metrics with actions and services in place

* History of success with actions and services in district programs

* Refinement of district programs to improve services to students

* Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of social emotional learning professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils. Following is a list of the intended use of funds and program/service offerings as described in detail in the goals and actions section of the plan.

Action 1.2 Academic Interventions/Mitigate Learning Loss

Action 1.4 English Learner Services

Action 1.7 Foster Youth and Homeless Youth Services

Action 2.4 Community Day School

Action 2.7 Student Supports

Action 1.2 includes the following interventions:

Maintain smaller class sizes in order to support differentiated academic access.

Maintain additional teachers and para-educators

The use of technology and data analysis will inform prescriptive/differentiated instruction.

Staff will continue to investigate the root causes of low performing students and apply strategies to increase student learning.

Progress monitoring through diagnostic testing will take place in reading/English language arts and mathematics at least four times per year in 1st-8th grade students.

Response to Interventions-k-8-Instructional Aides and the Intervention Teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers'

effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Social Emotional Learning Curriculum-Teachers provide Social Emotional Learning curriculum and one on one service to students. The teachers are instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. Improving access to effective SEL strategies may be a promising way to increase educational attainment and close socioeconomic gaps in education.

After School Tutoring and Before School Homework Help-Provided to all student but is principally directed at supporting our unduplicated pupils. Tutoring provides one on one support for students struggling in math or literacy. The program also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

Teach and implement visual student goals-L to J academic goals and improvement strategies. Student Focus Team will respond to Tier 2 and 3 student behaviors with interventions and supports.

Tutoring (in person and online)

Universal Design for Learning

Interventions will be provided to foster students, English Learners, low income students, and students with an identified need.

Continue to engage in Implementation and Discovery Team meetings to analyze data to increase learning and employ improvement cycles.

The Special Education team will participate in Discovery and Implementation meetings in order to ensure the success of all students and align practices.

Summer school will be offered for intervention and enrichment K-8th grade.

Saturday school for student attendance make-ups

District-wide assessments will be used to show growth, identify needs, and provide summative data to guide further improvement at the state level.

Student programs, staff engagement, strong communication, opportunities and resources will address kindergarten readiness, continued student support for all students from TK-8th grade and provide a sense of belonging as families engage in the educational process.

Catalyst mentoring (18 Tier 2 students)

Neurofeedback Tier 3 Services

Systems of Support

Botvin Life Skills

Peer mentoring

Kelvin Pulse Data

TRIO- An advisory class will provide character-building, financial literacy, and college-career readiness opportunities to our students on a daily basis

Action 1.4 English Learners
Using the English Learner Road Map as our guide, we will provide our English Learners with the following strategies:
Language development will occur in and through subject matter learning and is integrated across the curriculum. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.
English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services.Students' home language is understood as a means to
access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.Parents are encouraged to participate in their child's education.
Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency.

- Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners.
- English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum
- English Learner students will be monitored for annual progress.
- English Learner students are provided with both designated and integrated support within the school day.
- We strive to provide our English Learners with the support needed for purposeful English development. We encourage English learners to use language to interact meaningfully in school and beyond.
- We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.
- We provide tiered intervention for students not progressing in the CA English Learner Development Standards and modify instruction based on student needs.
- We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom. Professional development activities enable district administrators, after-school/extended day program directors, and staff to work together to effectively augment regular day learning experiences related to the CA English Learner Development Standards for English learners.
- Teachers also work in grade-level teams, in order to understand the CA English Learner Development Standards
- and how they are aligned to the CA Common Core State Standards for English Language Arts/Literacy. They regularly collaborate during professional learning community time to improve student literacy and English language development across the content areas. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA English Learner Development Standards Standards-aligned lessons.
- We see parents as critical partners in their child's education and provide parent outreach with our English Learner families on an ongoing basis.
- Bilingual paraprofessionals will support English Learners.

Action 1.7 Foster and Homeless Youth

- We provide the following support for Foster and Homeless Youth:
- Coordinate with the case worker and attendance staff.
- Ensure that transportation is not a barrier.
- Intervene early when there are indicators of ongoing attendance issues.
- Provide them with community resources, as needed.
- Annually train staff to have an understanding of homelessness.
- Coordinate with the Homeless and Foster Youth liaison in the district.
- Make sure that the student is enrolled in a free and reduced meal program.
- Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.).
- We see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.

*District Community-Family Liaison provides support to families and helps to align community resources to student and family needs

Action 2.4 Community Day School

- Community Day School will focus on differentiated instruction to meet the needs of all students in the program.
- Community Day School teacher and paraprofessionals will attend professional development in the areas of literacy across the content areas and social emotional learning.
- Staff will visit and investigate other Community Day School and alternative placement sites in order to improve the Community Day School system.
- Community Day School staff will work with behavior specialists in order to develop a system for student academic and Social Emotional Learning success.
- Our Community Day School personnel will attend professional development sessions that will improve the Community Day School system and student learning.
- All Community Day School personnel will be trained in ProAct

Action 2.7 Student Supports

School Counselor and School Psychologist

We expect that attendance and academic achievement will increase for our low-income students based on these actions/services and behavior issues will decline as students will have additional social emotional/behavior supports in place.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental and concentration funds will be principally directed to support the unduplicated pupils and enhance the overall program. A significant amount of funding is being directed to our unduplicated students to support their academic and social-emotional needs. 'We are increasing service to the unduplicated student groups by 6.64% through the following actions.

As described in the LCAP, goals, and actions will ensure unduplicated pupils will progress towards meeting academic standards, social-emotional learning, and school expectations.

Services for foster youth, English learners, and low-income students are being increased or improved by through the actions indicated in the box above. Students in these groups are provided with additional resources depending on their identified needs.

A significant amount of time and funding has been and will continue to be directed for tutoring, interventions, and expanded learning opportunities to support these students.

English learner instruction--Students are progress monitored on a regular basis in order to target our most at-risk students both academically and behaviorally. Staff meets weekly to discuss the data, and the needs of each child and make a plan to support each child.

Professional development strategies-Engagement and instructional strategies professional development give the teachers the tools needed to support the unduplicated students.

Foster youth services-small group support and assign students a trusted adult on campus that provide check-ins/check-outs.

English learner-small group support.

Progress monitoring-Students are progressed monitored on a regular basis in order to target our most at-risk students both academically and behaviorally. Staff meets weekly to discuss the data, and the needs of each child and make a plan to support each child.

Weekly homework assistance-Students are provided with small group homework assistance in a comfortable, supportive environment.

Students are taught organization skills as well during this time. Our staff provides differentiated support in any area the students are struggling in.

English Learner Coordinator provides support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population.

Professional development in a Multi-Tiered System of Support to support our unduplicated population.

Multi-Tiered System of Support-The three tiered system is in place to provide the identified area of support for each of our unduplicated students.

Our counselors support Social and Emotional Learning for our most at-risk students.

Attendance campaign-target students that are chronically absent to understand the barriers to positive attendance. Make connections with students and their families to provide the necessary support needed to attend school.

Encourage parents to enroll their children at Head Start, the SCOE State Preschool, or another preschool program to provide students with the necessary skills for a successful transition into kindergarten.

Behaviorist- support for students with behavior needs. Reduces conflicts on the playground and teaches students conflict resolution skills. Documents behaviors in our Behavior System so that we can identify areas needing extra support.

Catalyst mentoring (18 Tier 2 students)

Neuro feedback Tier 3 Services

Systems of Support- Tiered system of support for students in academics, behavior, mental health, and attendance.

Botvin Life Skills provides life skill lessons to our at-risk students.

Peer mentoring/mentors assist their peers with academic and social-emotional support.

Kelvin Pulse Data- provide survey data on how students are feeling about the school climate.

Tutoring (in-person and online)- academic assistance for students that need extra support

Friday Night Live

California Youth Partnership

Family Liaison- outreach to our families that need additional support with their students.

Summer School - academic and social-emotional support to keep students engaged and growing during the summer.

Partnership with SCOE SHARE for additional summer care support- provide child care and enrichment for students during the summer while their parents are at work.

Restorative Justice Practices professional development

Targeted truancy and family engagement to support our Native American students

Increase family engagement activities to "reengage" our parents after having parents not participate in school events due to the pandemic.

We will teach students restorative justice strategies.

We will meet quarterly in collaborative sessions with SCOE to support Native American students who are at risk of dropping out of school.

An advisory teacher supports students and enriches learning opportunities for all in order to improve student outcomes.

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.

Concentration add-on funds were used to retain an intervention teacher at the primary school.

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	16
Staff-to-student ratio of certificated staff providing direct services to students	n/a	19

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,218,956.00	$708,673.00	$379,061.00	$684,541.00	$2,991,231.00	$2,485,368.00	$505,863.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Broad Course of Study with Highly Effective Teachers	English Learners Foster Youth Low Income	$497,656.00	$35,677.00		$276,275.00	$809,608.00
1	1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	English Learners Foster Youth Low Income	$244,997.00	$157,422.00		$33,497.00	$435,916.00
1	1.3	Professional Development by Specific Design	All Students with Disabilities	$44,646.00	$51,150.00		$12,150.00	$107,946.00
1	1.4	English Learner Services	English Learners	$678.00	$19,260.00			$19,938.00
1	1.5	Communication/Sense of Belonging	All	$8,850.00	$11,500.00			$20,350.00
1	1.6	College Career Readiness	All	$469.00	$0.00			$469.00
1	1.7	Foster Youth and Homeless Youth Services	Foster Youth	$150.00	$0.00		$3,850.00	$4,000.00
1	1.8	Curriculum, Assessment, & Instruction	All		$0.00			$0.00
1	1.9	Special Education Student Services	low achieving Students with Disabilities			$379,061.00	$111,038.00	$490,099.00
1	1.10	Literacy Program Grant	At-risk students		$76,716.00			$76,716.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Multi-Tiered System of Support	All	$13,993.00	$18,409.00		$61,993.00	$94,395.00
2	2.2	Trauma Informed Practices/Social Emotional Learning Professional Development/Student Engagement	All	$6,384.00	$90,960.00		$6,000.00	$103,344.00
2	2.3	Data Analysis and Screening Protocols	All		$0.00			$0.00
2	2.4	Community Day School	English Learners Foster Youth Low Income	$163,262.00				$163,262.00
2	2.5	Friday Night Live & California Youth Partnership	All		$0.00			$0.00
2	2.6	Professional Development	All		$0.00			$0.00
2	2.7	Student Supports	All				$171,738.00	$171,738.00
3	3.1	Family Engagement-Connect to the educational environment	All		$0.00			$0.00
3	3.2	Target Chronically Absent Students--SART/SARB	All	$80,708.00				$80,708.00
3	3.3	Facilities	All	$50,000.00	$247,579.00			$297,579.00
3	3.4	School Safety	All	$25,000.00				$25,000.00
3	3.5	Safety & Sense of Belonging	All	$82,163.00	$0.00		$8,000.00	$90,163.00
3	3.6	Native American Student Support	Native American Students All	$0.00				$0.00
3	3.7	Professional Development	Native American Students All	$0.00				$0.00

2023-24 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
4,834,240	847,346.00	17.53%	8.10%	25.63%	$906,743.00	0.00%	18.76 %	**Total:**	$906,743.00
								LEA-wide Total:	$409,087.00
								Limited Total:	$0.00
								Schoolwide Total:	$497,656.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Broad Course of Study with Highly Effective Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$497,656.00	
1	**1.2**	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,997.00	
1	**1.4**	English Learner Services	Yes	LEA-wide	English Learners	All Schools	$678.00	
1	**1.7**	Foster Youth and Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools	$150.00	
2	**2.4**	Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,262.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,358,708.00	$3,893,724.00

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**	Broad Course of Study with Highly Effective Teachers	No	$2,166,741.00	1963576
1	**1.2**	Academic Interventions-Mitigating Learning Loss	Yes	$613,143.00	509732
1	**1.3**	Professional Development by Specific Design	No	$47,000.00	41786
1	**1.4**	English Learner Services	Yes	$29,640.00	27562
1	**1.5**	Communication/Sense of Belonging	No	13000	9995
1	**1.6**	College Career Readiness	No	$0.00	
1	**1.7**	Foster Youth and Homeless Youth Services	Yes	$200.00	1512
1	**1.8**	Curriculum, Assessment, & Instruction	No	$0.00	0
1	**1.9**	Special Education Student Services	No	$438,221.00	473241
2	**2.1**	Multi-Tiered System of support	No	$55,685.00	57710

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Trauma Informed Practices/Social Emotional Learning Professional Development	No	$191,704.00	153019
2	2.3	Data Analysis and Screening Protocols	No	$0.00	0
2	2.4	Community Day School	Yes	$177,902.00	147960
2	2.5	Friday Night Live & California Youth Partnership	No	$0.00	0
2	2.6	Professional Development	No	$0.00	0
2	2.7	Student Supports	No Yes	$101,185.00	56000
3	3.1	Family Engagement-Connect to the educational environment	No	$0.00	0
3	3.2	Target Chronically Absent Students--SART/SARB	No	$80,908.00	88507
3	3.3	Facilities	No	$435,379.00	363124
3	3.4	School Safety	No	$0.00	0
3	3.5	Safety & Sense of Belonging	No	$8,000.00	0
3	3.6	Native American Student Support	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Professional Development	No	$0.00	0

2022-23 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)
795,230	$681,798.00	$670,119.00	$11,679.00	0.00%	0.00%	0.00%

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	1.2	Academic Interventions- Mitigating Learning Loss	Yes	$474,256.00	$481,648		
1	1.4	English Learner Services	Yes	$29,640.00	$40,511		
1	1.7	Foster Youth and Homeless Youth Services	Yes				
2	2.4	Community Day School	Yes	$177,902.00	$147,960		
2	2.7	Student Supports	Yes				

2022-23 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)
4482566	795,230	5.31	23.05%	$670,119.00	0.00%	14.95%	$363,135.25	8.10%

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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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
January 2022