HAPPY VALLEY Est.1954 UNION SCHOOL DISTRICT

Happy Valley Elementary School District
Board of Trustees

Regular Board Meeting Agenda

June 25, 2024
Happy Valley Elementary School Cafeteria – Open Session - 5:00 p.m.
Happy Valley Elementary Conference Room – Closed Session – 6:30 p.m.
17480 Palm Avenue, Anderson, CA 96007

OPEN SESSION – 5:00 PM Elementary Cafeteria

1.0 Call to Order

2.0 Roll Call

3.0 Pledge of Allegiance

4.0 Approval of Agenda

5.0 Presentation – Community Schools Implementation Plan **(Pg.4)**

6.0 Information/Discussion Items (Updates; Community Events; Staff Announcements)

6.1 Community/Staff/District

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

7.0 Communication to the Board – None

8.0 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.

8.1 Public Comment Session Opened
8.2 Items on the Agenda
8.3 Items not on the Agenda
8.4 Items in Closed Session
8.5 Public Comment Session Closed

9.0 Public Hearing Section for LCAP Parent Overview and Budget and Excess Reserve Statement

9.1	Open Hearing	
9.2	LCAP Annual Update	**(Pg.38)**
9.3	California School Dashboard Local Indicator Reports	**(Pg.71)**
9.4	Budget Overview for Parents (BOP)	**(Pg.92)**
9.5	LCAP 2024-2027	**(Pg.96)**
9.6	Budget	**(Pg.171)**
9.7	Close Hearing	

10.0 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**.

10.1	Approval of Minutes for Regular Board Meeting May 8, 2024 and Special Board Meetings May 15 & May 22, 2024	**(Pg.325)**
10.2	Approval of Warrants May 6, 2024 – June 21, 2024	**(Pg.334)**
10.3	Approve Williams Quarterly Report – April – June, 2024	**(Pg.342)**
10.4	Approve Consolidated Application for Federal Funding	**(Pg.343)**

11.0 Personnel:

11.1	Approve Personnel Action Report	**(Pg.355)**

12.0 Discussion/Action Items

12.1	Discussion/Action: Approve 2024/2025 Elementary School Principal Contract	**(Pg.356)**
12.2	Discussion/Action: Approve Resolution #24-22 – Ordering Governing Board Member Election	**(Pg.358)**
12.3	Discussion/Action: Approve Resolution #24-23 – Cost of Candidate Statement	**(Pg.359)**
12.4	Discussion/Action: Approve Resolution #24-24 – Establishing Procedure in Case of Tie Vote	**(Pg.360)**
12.5	Discussion/Action: Approve Proposition 28 Annual Plan	**(Pg.361)**
12.6	Discussion/Action: Approve Updated March Board Policies	**(Pg.362)**

13.0 Superintendent Update

14.0 Business Manager Update

15.0 Enrollment Update as of June 6, 2024: 495 - Grades TK – 8 (includes CDS and Independent Study/Homeschool) **(Pg.383)**

16.0 Next Meetings

June 28, 2024 – Special Board Meeting – 9:00 a.m. District Office

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

17.0 Adjourn Open Session & Convene Closed Session

CLOSED SESSION – 6:30 PM Elementary Conference Room
(Dependent on the length of Open Session)

18.0 Closed Session

18.1 Public Employee Appointment/Employment – Superintendent/Primary School Principal (Government Code Section §54957)
18.2 Conference with Labor Negotiator (Government Code Section §54957.6)
Agency Designated Representative: Board President
Unrepresented Employee: Superintendent/Primary School Principal

19.0 Adjourn Closed Session and Convene Open Session

20.0 Report from Closed Session

21.0 Discussion/Action Items

21.1 Discussion/Action: Approve Employment Agreement with Superintendent/Primary School Principal

22.0 Adjournment of Regular Board Meeting

CCSPP Annual Performance Report

- Implementation- School Sites-

2023-2024

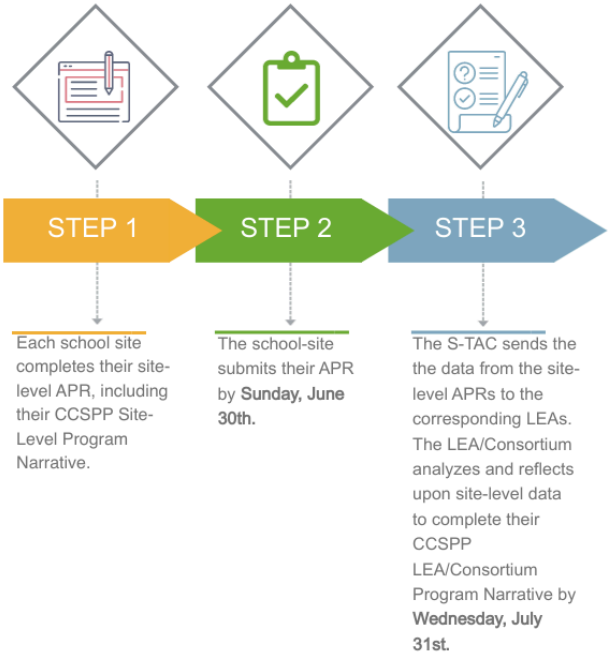
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Introduction

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The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Only one report is required per each school site. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. The APR is intended to align with required annual update presentations on community school planning, including data and outcomes from the prior year at each school site. The APR is aligned with the California Community Schools Framework and also aligns with resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric, that are available for optional use by grantees.

The report can be completed over multiple sessions if needed, however, please use the same device and browser to pick up where you left off. To complete the site-level and LEA-level CCSPP Annual Progress reports, proceed through the following steps:

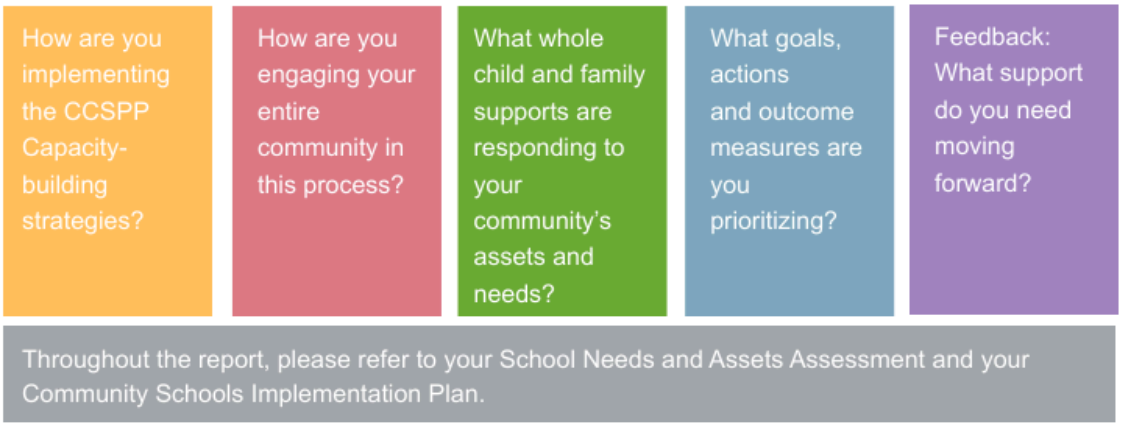


Please use this form to submit any questions you might have about how to complete this report.

Section 1. CCSPP Grantee Details

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium Annual Progress Report, particularly their LEA/Consortium Program Narrative.

Here's a visual of the reflective process for schools:



1.1. Select your California Community Schools Partnership Program (CCSPP) Cohort.

- ☐ Cohort 1
- ☑ Cohort 2

1.2. Select your Cohort 1 Grantee/Lead LEA Name.

▼

1.3. If your LEA name is not in the dropdown list, please enter your LEA name here:
_____Columbia Elementary School District_____

1.4. Please enter your school name (type and select from the dropdown menu):
_____Happy Valley Primary School_____

1.5. If your school name is not in the dropdown list, please enter your school name here:
_____

1.6. Please provide your school CDS code. If you do not know your CDS code please find it here.

CDS code (14 digits): _____45 70011 6097703_____

1.7. Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

Name: Heather Caldwell
Job Title: Community Schools Director
Email: hcaldwell@columbiasd.com

Phone number:

1.8. Please indicate who has been involved in preparing your school's Annual Progress Report (Select all that apply)

- ☐ Principal
- ☐ Assistant Principal
- ☑ Community School Coordinator
- ☐ School Counselor/Social Worker/Psychologist
- ☐ Teacher(s)
- ☐ Instructional Coach
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community member(s)
- ☐ Community partner(s)
- ☑ Other (please specify):_____Assistant Superintendent, Grant Writer

Section 2 CCSPP Capacity-Building Strategies

Please reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that:
1) You read the description of each phase of growth and development below.
2) You identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development, from each of the lists provided in the questions below. You also have an opportunity to describe other types of evidence or artifacts you might have used.

Finally, you can refer to your optional site-level self-assessment to answer this section, but this is not required. You can also refer to the Capacity-Building Strategies document.

2.1. Capacity-Building Strategies

2.1.1. Shared Commitment, Understanding and Priorities

2.1.1.1. Please indicate your current phase of growth and development. (Select one)

- ☑ **Visioning:** To ensure interest-holders understand and support the community school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and elections to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.
- ☐ **Engaging:** To ensure the voices of all interest-holders are a part of the community school process, a needs and assets assessment engages 75-100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.
- ☐ **Transforming**: So that all interest-holders are engaging in collective action, teams are formed to address identified priorities from the needs and assets assessment. Teams foster innovation and possibility thinking–finding opportunities in complex issues. Teams regularly review data and celebrate growth and success.

2.1.1.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase
of growth and development. (Select all that apply)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups
- ☑ Protocols used to create vision/graphic representation of vision

- ☑ Needs and Assets Assessment tools/participation rates
- ☐ Other (Write-In):

2.1.2. Collaborative Leadership

2.1.2.1. Please indicate your current phase of growth and development. (Select one)

- ☑ **Visioning**: In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.
- ☐ **Engaging**: In order to build the capacity to share power and voice, schools launch or revamp school sites or governance councils that are diverse in composition and democratically-built.
- ☐ **Transforming**: Student, educator and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.

2.1.2.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase
of growth and development. (Select all that apply)

- ☐ Committee by-laws
- ☑ Team mapping
- ☐ Formal agreements
- ☑ Guiding documents, vision statements, decision-making protocols
- ☑ Team workplans and agendas
- ☑ Planning documents
- ☐ Other (Write-In):

2.1.3. Centering Community-Based Learning

2.1.3.1. Please indicate your current phase of growth and development. (Select one)

- ☑ **Visioning:** Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g, relationship-centered practices, social-emotional skill development, restorative practices).
- ☐ **Engaging:** Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources

and new structures (e.g., Advisory). Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.

- ☐ **Transforming:** Community-based learning in restorative, relationship-centered climates forms the basis of the site's academic program with multiple, non-traditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partner sharing in success.

2.1.3.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase
of growth and development. (Select all that apply)

- ☑ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☑ Performance assessments that highlight classroom-community connections
- ☑ Student engagement rates
- ☑ Family and community engagement
- ☑ Professional development
- ☐ Other (Write-In):

2.1.4. Sustaining Staff and Resources

2.1.4.1. Please indicate your current phase of growth and development. (Select one)

- ☑ **Visioning**: Schools recognize the important role that all site educators play in successful implementation. Teams acknowledge requisite mindsets and identify staffing resources needed for successful community school implementation.
- ☐ **Engaging**: Teams recruit diverse community school staff, including a CS coordinator/director, and re-imagine the traditional roles of principals and educators. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.
- ☐ **Transforming**: Schools foster a community culture where community schooling is ingrained as the standard approach to education. Initiatives are closely linked to the community schools approach and are integrated into continuous improvement cycles aligned with the SPSA/LCAP, ensuring a unified focus on enhancing student outcomes.

2.1.4.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase
of growth and development. (Select all that apply)

- ☑ Community school-aligned job descriptions
- ☑ Roles and responsibilities document that includes a process for ongoing revision

- ☑ Processes for budget transparency
- ☑ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☑ Data examining staff/teacher retention/vacancy rates
- ☐ Other (Write-In):

2.1.5. Strategic Community Partnerships

2.1.5.1. Please indicate your current phase of growth and development. (Select one)

- ☑ **Visioning**: Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.
- ☐ **Engaging**: The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.
- ☐ **Transforming**: Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into existing systems and processes to improve access and coordination. Partnerships evolve based on changing needs and assets.

2.1.5.2. Please identify the artifacts or evidence you may have referenced to gauge your current phase
of growth and development. (Select all that apply)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☑ Service utilization rates
- ☑ School climate surveys
- ☑ Feedback from existing service providers and partners
- ☑ Increased reports of student and family wellbeing
- ☐ Other (Write-In):

2.1.6. Reflection

Please reflect on what you have accomplished with respect to one or more of the capacity-building strategies. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

The visioning phase of the Happy Valley Community Schools Capacity Building strategies marks the foundational step in crafting a holistic approach to community development and education. It's a critical juncture where stakeholders, including educators, administrators, community leaders, parents, and students, come together to articulate a shared vision for the future of their community schools. This phase sets the tone for collaboration, innovation, and collective action, serving as a roadmap for subsequent initiatives.

At its core, the visioning phase aims to foster a deep sense of ownership and commitment among all involved parties. It encourages participants to reflect on the current state of their community schools, identifying strengths, weaknesses, opportunities, and threats. Through facilitated discussions, brainstorming sessions, and interactive workshops, stakeholders explore aspirational goals and values that resonate with their community's unique identity and needs.

In this phase, inclusivity is paramount. Every voice must be heard and valued, regardless of background or status. By embracing diversity and promoting equity, communities can cultivate a sense of belonging and empowerment, laying the groundwork for sustainable change.

Moreover, the visioning phase (as we are currently in) challenges conventional paradigms by encouraging creativity and innovation. It prompts stakeholders to think beyond traditional education models, envisioning community schools as vibrant hubs of learning, support, and opportunity. This forward-thinking approach opens doors to unconventional partnerships, interdisciplinary curricula, and experiential learning opportunities that cater to diverse learning styles and interests.

Furthermore, this phase of our process fosters a culture of accountability and transparency. Stakeholders not only articulate their aspirations but also define clear metrics for success and mechanisms for monitoring progress. This ensures that the vision remains dynamic and responsive to evolving needs and circumstances.

Ultimately, it is about more than just setting goals; it's about inspiring hope and catalyzing action. It ignites a sense of purpose and shared responsibility, rallying stakeholders around a common cause: to build thriving community schools that serve as catalysts for positive change. By leveraging collective wisdom, creativity, and commitment, communities can transform their aspirations into reality, fostering a brighter future for generations to come.

2.2. CCSPP Engaging Educational Partners

2.2.1. As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a “whole-child” school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on the extent to which you have engaged different groups and select all the processes you used to engage them in developing your community school. Please note that not all processes are always appropriate for every context and it is not the expectation that all are used in engaging the different school community groups.

Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)

	What percentage of each of the following groups was engaged in developing your community school at any point during the process? (Select one)	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)	[Optional] Please use this space for additional information you would like to share.
Administrators	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☐ Surveys ☐ One-on-one interviews ☐ Focus groups ☐ Visioning exercises ☐ School council/steering committee meetings ☐ Other meetings ☐ School events ☐ Other (please specify):	The administrator percentage level is due to the turnover of administration during the process.
Certificated staff	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☑ Surveys ☑ One-on-one interviews ☐ Focus groups ☑ Visioning exercises ☑ School council/steering committee meetings ☐ Other meetings ☑ School events ☐ Other (please specify):	

Classified staff	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☑ Surveys ☑ One-on-one interviews ☐ Focus groups ☑ Visioning exercises ☐ School council/steering committee meetings ☑ Other meetings ☑ School events ☐ Other (please specify):	
Students	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☑ Surveys ☑ One-on-one interviews ☑ Focus groups ☑ Visioning exercises ☐ School council/steering committee meetings ☑ Other meetings ☑ School events ☐ Other (please specify):	One-on-one interviews and individual surveys were utilized to determine specific needs.
Family members	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☑ Surveys ☑ One-on-one interviews ☑ Focus groups ☑ Visioning exercises ☑ School council/steering committee meetings ☑ Other meetings ☑ School events ☐ Other (please specify):	
Community members	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☑ Surveys ☐ One-on-one interviews ☐ Focus groups ☑ Visioning exercises ☑ School council/steering committee meetings ☐ Other meetings ☑ School events ☐ Other (please specify):	
Community partners	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☑ Surveys ☑ One-on-one interviews ☐ Focus groups ☑ Visioning exercises ☐ School council/steering committee meetings ☑ Other meetings ☐ School events	

		☐ Other (please specify):	

2.2.2. Please reflect on your engagement of historically marginalized student and family groups (these groups might include: families or students from racially marginalized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners or newcomers, etc.). To answer this question please:

- Write in the historically marginalized student and family group as your school defines it.
- Rate the extent to which you have engaged members of this group in developing your community school at any point during the process.
- Provide a brief description of how you have engaged this group thus far.

We ask that you include at least 2 groups, but there are additional spaces to reflect the specific characteristics of your school community.

	What percentage of each of the following groups was engaged in developing your community school at any point during the process?	How are you engaging this student and family group?
Group 1: **Homeless Students/Families**	☐ 0% ☐ 1-24% ☐ 25-49% ☑ 50-74% ☐ 75-100%	In engaging homeless students and families through the school, our approach prioritized a compassionate and comprehensive understanding of their needs. Initially, we conducted thorough assessments to identify the range of challenges they faced, including housing instability, food insecurity, and access to healthcare and education. By collaborating closely with community partners and leveraging existing resources, we developed a support system tailored to their specific circumstances. This involved connecting them with shelters, food assistance programs, healthcare services, and educational support, ensuring no student or family fell through the cracks. Through diligent tracking and evaluation, we assessed the percentage of needs met and continuously adapted our strategies to address emerging needs effectively. By

		fostering a supportive and inclusive environment within the school, we not only provided vital resources but also instilled a sense of belonging and dignity for homeless students and families, empowering them to thrive despite their challenges.
Group 2: **Low-income/Struggling families**	☐ 0% ☐ 1-24% ☑ 25-49% ☐ 50-74% ☐ 75-100%	In our commitment to supporting low-income families, we implemented a multifaceted approach centered on assessing their needs and providing tailored resources for empowerment. Through comprehensive assessments, we identified areas requiring immediate assistance, including food insecurity and career development. To address these needs, we established pantry supplements, ensuring families had access to nutritious meals and essential household items. Additionally, we facilitated career resources such as job training, resume workshops, and networking opportunities to enhance their economic stability and prospects for advancement. By combining tangible support with opportunities for skill-building and professional growth, we aimed to uplift low-income families, fostering resilience and self-sufficiency within our community.
Group 3: **Foster Youth**	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	In our efforts to support foster youth and families, we forged strong partnerships with foster agencies and leveraged state resources to provide comprehensive assistance. Understanding the unique challenges faced by foster youth and families, we collaborated closely with agencies to ensure access to essential services such as counseling, housing support, and educational advocacy. By tapping into state resources, we facilitated access to financial assistance, healthcare, and specialized educational programs tailored to their needs. Additionally, we offered mentorship programs and extracurricular activities to foster a sense of belonging and stability for these vulnerable populations. Through these

		collaborative efforts, we aimed to empower foster youth and families, offering them the support and resources needed to thrive despite the adversities they may encounter.
Group 4: **Students/Families facing disability and physical challenges**	☐ 0% ☑ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	In our commitment to supporting students and families facing temporary or extended physical disabilities or challenges, we actively sought out resources to ensure their well-being and success. We collaborated with healthcare professionals, disability advocates, and community organizations to identify and address their specific needs, whether it be mobility aids, adaptive technology, or specialized therapies. Additionally, we provided academic accommodations and emotional support to ensure a conducive learning environment. By fostering an inclusive and supportive community, we empowered these individuals to overcome obstacles and achieve their full potential, reaffirming our commitment to equity and accessibility for all.
Group 5:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	
Group 6:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	
Group 7:	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	

2.3. CCSPP Whole Child and Family Supports Inventory

2.3.1. To make progress toward CCSPP goals, grantees may provide a range of whole child and family supports (see Whole Child and Family Supports Inventory).

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan / Needs and Assets Assessment?	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	☑	☐
Mental health Screening and Services (2)	☐	☑
Nutrition Services and Support (3)	☑	☐
Academic Support (tutoring, specialist, etc.) (4)	☑	☐
Counseling Center (5)	☑	☐
Multi-Tiered System of Support (6)	☑	☐
Coordination of Services Team (e.g., COST team) (7)	☑	☐
Before School (times/services) (8)	☑	☐
After School (times/services) (9)	☑	☐
Summer Programs (10)	☑	☐
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	☑	☐
Teacher Leadership Development and Opportunities (12)	☑	☐
Parent Leadership Development and Opportunities (13)	☑	☐
Student Leadership Development and Opportunities (14)	☑	☐

Shared Decision-Making Bodies that center the voices of students, families and community (15)	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	☑	☐
Home Visits (17)	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	☑	☐
Positive Behavioral Supports (19)	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	☑	☐
Project-Based Learning (22)	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	☑	☐
Community-Based Curriculum, Pedagogy, and Projects (24)	☑	☐
Personalized Learning Plans (25)	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	☑	☐
Other: (Write in) (28)	☐	☐
Other: (Write in) (29)	☐	☐
Other: (Write in) (30)	☐	☐

2.3.2. For the supports that you selected as part of your Community Schools Implementation Plan or Needs and Assets Assessment, please identify the following:

a) Select the box in column A if you were already implementing a support prior to CCSPP and then you integrated it into your community schools work,
b) Select the box in column B if you expanded partnerships during the grant period,
c) Select the box in column C if training or professional development in that area occurred during the grant period,
d) Select the box in column D if you expanded your capacity of offering the support during the grant period (for example, you increased offerings, hired new staff, etc.),
e) Select the box in column E if you have collected data and tracked improvement for a support during the grant period.

Next, indicate the primary funding source you are exploring to ensure the sustainability of this support.

Potential support *(copy and paste the supports that you identified as part of your Community Schools Implementation Plan / Needs and Assets Assessment -those answered "Yes" in the question above)*	Previously implemented and now integrated into the community schools work					Please select the primary funding source you are exploring to ensure the sustainability of this support.	If you selected "other" for the funding source, please specify:
	A. Previously implemented and now integrated into the community schools work	B. Expanded partnerships	C. Provided training / professional development	D. Expanded capacity to offer support	E. Collecting data and tracking improvement		
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	☑	☐	☐	☐	☐	*Other*	County-Based Funding
Nutrition Services and Support (2)	☑	☐	☐	☐	☐	*Other*	District
Academic Support (tutoring, specialist, etc.) (4)	☐	☐	☐	☑	☐	ELP	ELOP
Counseling Center (5)	☐	☑	☐	☐	☐	Other	District
Multi-Tiered System of Support (6)	☐	☐	☐	☑	☐	Other	District

Coordination of Services Team (e.g., COST team) (7)	☐	☐	☐	☑	☐	Other	District
Before School (times/services) (8)	☐	☐	☐	☑	☐	ELOP	ELOP
After School (times/services) (9)	☐	☐	☐	☑	☐	ELOP	ELOP
Summer Programs (10)	☐	☐	☐	☑	☐	ELOP	ELOP
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	☐	☐	☐	☑	☐	Other	District
Teacher Leadership Development and Opportunities (12)	☐	☐	☐	☑	☐	Other	Grant
Parent Leadership Development and Opportunities (13)	☐	☐	☐	☑	☐	Other	District
Student Leadership Development and Opportunities (14)	☐	☐	☐	☑	☐	Other	Grant
Shared Decision-Making Bodies that center the voices of students, families and community (15)	☐	☐	☐	☑	☐	Other	District
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	☐	☐	☐	☑	☐	Other	District
Home Visits (17)	☐	☐	☐	☑	☐	Other	Grant

Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	☐	☐	☐	☑	☐	Other	District
Positive Behavioral Supports (19)	☐	☐	☐	☑	☐	Other	Grant
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	☐	☐	☐	☑	☐	Other	Grant

Note:
**please add rows as needed.*
**Funding sources listed in the APR survey:*

- ☐ *Children and Youth Behavioral Health Initiative (CYBHI)*
- ☐ *Learning-Aligned Employment Program*
- ☐ *Regional K-16 Education Collaboratives Grant Program*
- ☐ *California Economic Resilience Fund*
- ☐ *California Community Schools Partnership Program*
- ☐ *Golden State Pathways Program*
- ☐ *Expanded Learning Opportunities Program*
- ☐ *Dual Enrollment (College and Careers Access Pathways Grant)*
- ☐ *CaliforniansForAll Youth Jobs Corps*
- ☐ *CC Strong Workforce*
- ☐ *K-12 Strong Workforce*
- ☐ *HE Basic Needs Funding*
- ☐ *Educator Effectiveness Block Grant*
- ☐ *TK and California State Preschool Program*
- ☐ *High Road Training Partnerships*
- ☐ *Learning Recovery Emergency Block Grant*
- ☐ *A-G Completion Improvement Grant Program*
- ☐ *Other*

2.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, the school's shared leadership structure prioritizes the topics, goals, and/or challenges emerging from the deep Needs and Assets Assessment that you referenced in the previous section. These topics, goals and/or challenges should form the initial focus areas for transformation for the community schools work. We understand these are early years of implementation of the grant and as such it is likely that learning might be centered around CCSPP processes, while outcomes might take longer to be fully achieved. This is expected and we encourage you to be honest in your responses to capture growth over the period of the grant.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.).

COHORT 1

2.4.1.a. Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Was this goal submitted with the first APR?	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2023-2024 to meet this goal
Bring Awareness to the Totality of the Learning Environment	☑ ~~Yes~~ ☐ No	The school district is steadfast in its mission to promote a holistic approach to education that encompasses the totality of learning, embracing the concept of the whole child. Central to this	Our commitment to the whole child approach extends beyond the classroom, encompassing a range of supportive measures

		vision is the recognition that a child's academic success is intricately linked to their overall well-being, both inside and outside the classroom. As such, the district is committed to not only providing rigorous academic instruction but also nurturing the social, emotional, and physical development of each student. Moreover, understanding that a stable and supportive home environment is fundamental to a child's educational journey, the district extends its support beyond the school walls to encompass the whole family. By offering resources and services aimed at enhancing family stability and growth, such as access to healthcare, housing assistance, and community outreach programs, the district strives to create a symbiotic relationship between education and home life. Through this comprehensive approach, the district endeavors to empower every student to thrive academically, socially, and personally, laying the foundation for lifelong success and well-being.	to ensure each student's holistic well-being. In instances where housing instability is a concern, we provide immediate shelter assistance, recognizing that a stable home environment is paramount for a child's academic and personal growth. Additionally, we facilitate transportation to medical evaluations, ensuring that students have access to essential healthcare services. Recognizing that family stability is essential for a child's success, we offer a myriad of resources tailored to address various needs, including access to food assistance programs, healthcare services, and educational support. Our home visitation program fosters closer collaboration between educators and families, allowing us to develop personalized home and educational plans that cater to each child's unique needs and circumstances. Moreover, we provide behavioral support and offer training classes for parents, equipping them with the tools and

			strategies needed to support their child's social and emotional development. Through these comprehensive initiatives, we are dedicated to nurturing the whole child, empowering them to thrive academically, socially, and emotionally.
Educational Growth	☐ Yes ☐ No	The Community Schools program serves as a cornerstone in fostering the overall educational growth of students, laying a foundation for their success by prioritizing holistic development and consistent attendance patterns. By integrating academic instruction with comprehensive support services, the program addresses the multifaceted needs of students, ensuring they have the resources and support necessary to thrive academically, socially, and emotionally. Through partnerships with community organizations, families, and local businesses, Community Schools provide a wide array of resources, including healthcare services, family support programs, and extracurricular activities, enriching the educational experience and fostering a sense of belonging. Furthermore, by promoting a positive school climate and offering wraparound services,	Implementing attendance weekly goals and rewards/encouragement for increasing personal attendance is a proactive strategy aimed at fostering a culture of regular attendance and accountability among students. By setting achievable weekly attendance targets, schools provide students with clear benchmarks to strive towards, promoting a sense of purpose and motivation to attend school consistently. Recognizing and celebrating individual and collective progress towards these goals through rewards, incentives, and positive

		Community Schools help cultivate strong attendance patterns, emphasizing the importance of consistent participation in the learning process. By prioritizing both academic achievement and overall well-being, the Community Schools program plays a vital role in shaping students' educational journeys and setting them on a path toward lifelong success.	reinforcement not only reinforces the importance of attendance but also cultivates a sense of accomplishment and pride among students. Moreover, by regularly acknowledging and rewarding efforts to improve attendance, schools create a supportive environment that encourages students to take ownership of their attendance habits and strive for personal growth. Through this approach, schools not only enhance attendance rates but also promote a positive school climate where students feel valued, supported, and motivated to succeed.
Attendance Growth and Awareness	☑ ~~Yes~~ ☐ No	The primary goal of emphasizing attendance growth and establishing positive attendance patterns early on is to lay a solid foundation for academic success and lifelong learning. Recognizing that regular attendance is crucial for students to fully engage in the learning process and benefit from educational opportunities, schools prioritize	Implementing attendance weekly goals and rewards/encouragement for increasing personal attendance is a proactive strategy aimed at fostering a culture of regular attendance and accountability among

		cultivating strong attendance habits from the outset. By fostering a culture that values punctuality and consistent participation, educators aim to instill in students the importance of showing up ready to learn each day. Early intervention and support for students who may face barriers to attendance help mitigate absenteeism and ensure that all students have equal access to educational experiences. By prioritizing attendance growth and establishing positive patterns from the start, schools set students on a trajectory for academic achievement, social development, and future success.	students. By setting achievable weekly attendance targets, schools provide students with clear benchmarks to strive towards, promoting a sense of purpose and motivation to attend school consistently. Recognizing and celebrating individual and collective progress towards these goals through rewards, incentives, and positive reinforcement not only reinforces the importance of attendance but also cultivates a sense of accomplishment and pride among students. Moreover, by regularly acknowledging and rewarding efforts to improve attendance, schools create a supportive environment that encourages students to take ownership of their attendance habits and strive for personal growth. Through this approach, schools not only enhance attendance rates but also promote a positive school climate where students feel valued,

			supported, and motivated to succeed.

2.4.2.a. Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please also consider how each goal and action influences CCSPP outcome areas including:

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate surveys
- Other locally determined measures

Please provide baseline data, data for the 2023-2024 school year (Year 2) and your desired outcome for Year 3, on the indicators that are relevant to each of your developed goals. These school-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Baseline (SY 2021-2022)	Year 1 Outcome (SY 2022-2023)	Year 2 Outcome (SY 2023-2024)	Desired Outcome for Year 3 (SY 2024-2025)
Reduce Chronic Absenteeism					Reduce by 30%

Improve Whole Child Educational Awareness					
Reduce absences among homeless families					Reduce by 30%

Cohort 2

2.4.1.b..Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2023-2024 to meet this goal
Reduce Absenteeism	The primary goal of reducing absenteeism is to ensure that students have consistent access to learning opportunities, thereby maximizing their	To address absenteeism and involve parents in awareness efforts, our school took proactive

	academic achievement and overall well-being. One-on-one interaction with the family, rather than just the child, is instrumental in achieving this goal by allowing educators to gain a deeper understanding of the root causes of absenteeism and provide targeted support to address them effectively. By engaging with families in a personalized and empathetic manner, educators can uncover and address any obstacles or challenges that may be contributing to a student's absenteeism. This might include transportation issues, health concerns, family dynamics, or socioeconomic factors that impact the child's ability to attend school regularly. Additionally, building rapport and trust with families through ongoing communication and collaboration fosters a supportive partnership between home and school, empowering families to play an active role in promoting their child's attendance. By raising awareness about the importance of consistent attendance and working together to overcome barriers, educators and families can create a supportive environment that prioritizes student engagement and success.	measures aimed at fostering a culture of regular attendance and family engagement. Recognizing the critical role parents play in supporting their child's attendance, we offered informative classes and workshops designed to raise awareness about the importance of consistent school attendance and provide strategies for overcoming common barriers. Additionally, we implemented a weekly communication system, sending home attendance matters information to keep parents informed and involved in their child's attendance progress. Our commitment to family involvement extended to home visits, where educators connected directly with families to discuss attendance challenges, uncover underlying obstacles, and provide tailored support. Furthermore, for students experiencing significant attendance issues, we developed personalized education tutoring plans, collaborating closely with parents to address individual needs and barriers to attendance. Through these concerted

		efforts, we aimed to not only reduce absenteeism but also empower parents to play an active role in supporting their child's educational journey.
Provide Resources Home/Food Insecure	Our overarching goal is to extend a helping hand to families grappling with homelessness and food insecurity, recognizing the profound impact these challenges have on both academic success and overall well-being. To this end, we've instituted a multifaceted approach aimed at providing essential services and resources. Our weekly open pantry ensures families have access to nutritious food and household staples, alleviating the immediate burden of food insecurity. Additionally, we offer a dedicated facility equipped to assist families in meal preparation, teaching essential cooking skills and budget-friendly meal planning strategies for the future. By empowering families with the tools and knowledge needed to navigate these challenges, we aim to foster resilience and stability, ultimately creating a supportive community where every family can thrive. Through collaborative efforts and unwavering compassion, we strive to make a tangible difference in the lives of those facing housing instability and food insecurity, ensuring that no family is left behind.	Establishing a family center with a fully equipped working kitchen and offering after-hour sessions for cooking and meal prepping, alongside laundry facilities, is a proactive approach to addressing the multifaceted needs of students and their families. Recognizing that access to basic amenities like nutritious meals and clean clothing is essential for student well-being and academic success, the family center serves as a hub for practical support and community building. By providing opportunities for families to come together and prepare meals outside of regular school hours, we not only promote healthy eating habits but also foster a sense of belonging and connection within the community. Additionally, offering laundry facilities ensures that students have access to clean clothes, reducing barriers to

		attendance and enhancing their confidence and comfort in the classroom. Through these initiatives, we aim to create a supportive environment where families feel empowered to meet their basic needs while also nurturing strong relationships and a sense of collective responsibility for student success.

2.4.2.b. Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please also consider how each goal and action influences CCSPP outcome areas including:

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate surveys
- Other locally determined measures

Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals. These school-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Baseline (SY 2022-2023)	Year 1 Outcome (SY 2023-2024)	Desired Outcome for Year 2 (SY 2024-2025)
Goal 1:				
Goal 2:				
Goal 3:				
If you have more than one metric per goal please add them in this line. Use the space below to indicate the goal it relates to.				
If you have more than one metric per goal please add them in this line. Use the space below to indicate the goal it relates to.				

COHORTS 1 AND 2

2.4.3. Goal Analysis

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming year (SY 2024-2025) that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal as well as identified areas of growth and any solutions you developed. We suggest you provide a narrative of up to 300 words.
Your word count is: 0

Our goal in tracking attendance is twofold: first, to ensure that every student has the opportunity to benefit fully from their education by being present in the classroom; and second, to identify and address any challenges or barriers that may be hindering regular attendance. By closely monitoring attendance data, we can pinpoint classes or grades with the highest attendance issues and provide targeted support to those students and teachers. Moreover, we recognize the crucial role that teacher-parent communication plays in addressing attendance concerns. It's not just about sending official letters from the office; it's about fostering a collaborative relationship between teachers and parents to understand and address any underlying issues that may be affecting attendance. If there are instances where a specific teacher is having difficulty effectively communicating attendance expectations to the class, we will work closely with them to develop strategies for improving communication and engagement with both students and parents. Ultimately, by working together as a school community, we can create a supportive environment where every student feels valued, engaged, and motivated to attend school regularly, laying the foundation for their future success.

2.5. CCSPP Feedback and Improvement

2.5.1. To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☑ ~~Strategic Partnerships and Cross-Systems Coordination~~
- ☐ Community School Planning and Implementation
- ☑ ~~Integrated Student Supports and Services~~
- ☐ Student Learning Supports and Environment
- ☑ ~~Family and Community Engagement~~
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☐ Other _____

2.5.2. [Optional] Please use this space to share your best practices related to any of the sections above (capacity building strategies, engaging educational partners, whole child supports inventory or CCSPP goals) with the California Department of Education and the field at large. We suggest you provide a narrative of up to 300 words.

At our school, we pride ourselves on our commitment to providing comprehensive resources and unwavering family support, ensuring that every child can fully immerse themselves in the entire school experience. Our best practices prioritize not only academic excellence but also the holistic development of each student, encompassing both educational and social growth. Through a range of initiatives, we strive to create an environment where every child feels valued, supported, and empowered to reach their full potential. One key aspect of our approach is the provision of robust educational resources tailored to meet the diverse needs and learning styles of our students. From personalized tutoring sessions to enrichment programs and extracurricular activities, we offer a variety of opportunities for academic exploration and advancement. Additionally, we understand the importance of fostering strong social connections and emotional well-being, which is why we prioritize family involvement and community engagement. By providing regular communication channels, family workshops, and social events, we create a supportive network where families can connect, share experiences, and access vital resources. Moreover, our school serves as a hub for community partnerships and collaborations, enabling us to offer a wide range of social services, including counseling, healthcare referrals, and food assistance programs. Through these concerted efforts, we aim to create a nurturing and inclusive school environment where every child feels supported in their educational journey and empowered to thrive both academically and socially. By prioritizing the holistic development of our students and fostering strong partnerships with families and the community, we lay the foundation for lifelong success and well-being.

Section 3. Site Level Attachments

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2023-2024) for your school site

You can use the CCSPP Implementation Plan template. Please upload your implementation plan in a PDF format in this link to a Box folder. **Include your school name and CDS code in the name of the file.**

Evidence that the CCSPP implementation plan was presented to your school community.

Please include below the online link (URL) where the plan was posted in your school website.

Insert URL link(s)

Preliminary sustainability plan (only for cohort 1 grantees)

You can use the CSPP Sustainability Plan Template (it is optional to use this template, but you have to submit a preliminary sustainability plan). We understand the plan is not a static document, so please submit your shareable link below as it stands at the time of your APR submission.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Happy Valley Union Elementary School District	Helen Herd Interim Superintendent	hherd@hvusd.net (530)357-2134

Goals and Actions

Goal

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

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	90% of our teachers are highly qualified. We are experiencing staff shortages this year and have had to hire 2 teachers on S	100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials
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.	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	100% of Happy Valley Union Elementary	100% of Happy Valley Union Elementary	100% of HVUESD (Happy Valley Union	100% of HVUESD (Happy Valley Union

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	Elementary School District) programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	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 needs, as well program services.	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	100% of students provided a broad course of study
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	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	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	85% of Kindergarten students mastered sound/ letter recognition; 85% of students mastered lower case letter recognition 83% of students mastered upper case letter sounds 85% of students mastered lower case letter sound	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 • 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%	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 • 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%	iReady Math Diagnostic at or above grade level standard • 1st grade: 28% • 2nd grade: 22% • 3rd grade: 16% • 4th grade: n/a • 5th grade: n/a iReady Reading Diagnostic-at or above grade level standard • 1st grade: 34% • 2nd grade: 32% • 3rd grade: 47% • 4th grade: n/a	86% of 1st grade students were able to blend sounds into words-digraphs. 27% 1st graders will be at Grade Level in reading fluency as measured by DIBELS 65% 2nd grade students mastered long vowel/short vowel combinations. 53% 2nd graders at Grade Level in reading fluency as measured by DIBELS March 2024 iReady Math Diagnostic at or above grade level standard • 1st: 20% • 2nd: 28% • 3rd: 30% • 4th: 19% • 5th: 20% iReady Reading Diagnostic-at or above grade level standard • 1st grade: 30%	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% • 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 6th grade: 19% • 7th grade: 14% • 8th grade: 19% STAR Reading Assessment-at or above grade level • 4th grade: 63% • 5th grade: 29% • 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;	• 7th grade: 40% • 8th grade: 38% STAR Reading Assessment-at or above grade level • 4th grade: 61% • 5th grade: 39% • 6th grade: 42% • 7th grade: 43% • 8th grade: 22% We changed what we are reporting this year.	• 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	• 2nd grade: 40% • 3rd grade: 68% • 4th grade: 28% • 5th grade: 26% STAR Math Assessment-at or above grade level • 4th grade: 47% • 5th grade: 62% • 6th grade: 50% • 7th grade: Not Tested • 8th grade: 42% STAR Reading Assessment-at or above grade level • 4th grade: 33% • 5th grade: 33% • 6th grade: 30%	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
	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 long vowel/short vowel combinations 60% 2nd graders at Grade Level in reading fluency as measured by DIBELS			• 7th grade: 30% • 8th grade: 16%	
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	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	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	Districtwide Data 29.60% of all students met or exceeded standards in English language arts 30% of 3rd graders at or above standard 41.81% of 4th graders at or above standard 44.68% of 5th 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	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	20% of 6th graders at or above standard 5.88% of 7th graders at or above standard 36.96% of 8th graders at or above 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
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	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	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	Districtwide Data 27.30% of all students met or exceeded standards in mathematics 26.53% of 3rd graders at or above standard 41.07% of 4th graders at or above standard 34.04% of 5th graders at or above standard 23.63% of 6th graders at or above standard 9.80% of 7th graders at or above standard 28.26% 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	36.63% of 8th graders at or above standards	20% of 7th graders at or above standard 18.18% of 8th graders at or above standard	25.58% of 7th graders at or above standard 11.32% of 8th graders at or above standard		
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 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	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced 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	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced 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	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced 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	HVUESD is a TK-8 school district; therefore, the following metrics do not apply: 1. The percentage of pupils who have passed an advanced 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	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	This is a repeat metric (see below)	80% making progress towards English Language proficiency
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	This is a repeat metric (see below)	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 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	Parent survey indicates that 73.4% believe that the school provides opportunities for	Parent survey indicates that 79.4% believe that the school provides opportunities for	Survey results are now reported in the Local Indicator Report that accompanies the LCAP.	Parent survey indicates that 90% believe that the school provides opportunities for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	families and community members to express their needs and give input.	families and community members to express their needs and give input.	families and community members to express their needs and give input.		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	2022-2023 California Science Assessment 29.45% proficiency in the area of science	80% proficiency in the area of science
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.	Survey results are now reported in the Local Indicator Report that accompanies the LCAP..	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 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	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

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

We plan to streamline our plan and have one broad goal and one equity goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, lengthy, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We eliminated actions We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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

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 once (Data as of May 4, 2022)	Very high suspension level 6.1% students suspended at least once	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	BLUE performance level Less than 2% students suspended at least once
State Indicator California State Dashboard Expulsion Rate	0% expulsion rate	Less than 1% expulsion rate	Less than 1% expulsion rate	0% 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	0% middle school drop out rate	Maintain 0% middle school dropout rate
Local Indicator Staff Feedback	All staff received professional development provided	All staff received professional development provided	All staff received professional development provided	100% of parents have the opportunity to provide feedback and	All staff received professional development provided

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for identified areas of need	for identified areas of need	for identified areas of need	participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	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.	Parents 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 Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTO	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 used for ongoing monitoring of behavior interventions.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor behavior interventions and supports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	75% of the staff will use the online referral system	100% of the staff use the online Behavior Incident Reports system	100% of the staff use the online Behavior Incident Reports system	100% of the staff use the online Behavior Incident Reports system	100% of the staff will use the online referral system

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

We will change this goal to an Equity Goal as we are required by the state to have a goal for our low income student group as we receive Equity Multiplier Funding. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. EC Section 42238.024(b)(1)External link opens in new window or tab. requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students.

Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school and/or student performance.

Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

We eliminated actions We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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.

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	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	These results are now reported in the Local Indicator Report that accompanies the LCAP.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	feedback from administration concerning their teaching 46.4% of staff feel that parents are actively involved with the school 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	school are adequate to support students' learning. 53.6% believe there is severe or moderate problems with disruptive student behavior. 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.			problems with disruptive student behavior. 100% agree or strongly agree I can manage almost any student behavior problem. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 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			100% agree or strongly agree this school provides quality counseling or other services to help students with social or emotional needs. 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 .

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		something well or makes improvement, staff contact his/her parents. 82.9% agree or strongly agree staff do a good job helping parents understand 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			100% agree or strongly agree staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		are quite or extremely enthusiastic about being at school. 87.8% agree or strongly agree students are encouraged to get 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.			100% agree or strongly agree students are encouraged to get involved in extra-curricular activities. 100% agree or strongly agree at this 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	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.	These results are now reported in the Local Indicator Report that accompanies the LCAP.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	57% of parents feel they are well informed about classroom & school events; 27% somewhat agree 63% of parents feel their child's teacher 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	91% agree or strongly agree are aware of the academic expectations for their child(ren). 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.			academic expectations for their child(ren). 100% agree or strongly agree Happy Valley promotes 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	72% of parents feel the provides a safe & caring environment for their child; 24% somewhat agree	0% believe that disruptive student behavior is a severe problem. 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 that disruptive student behavior is a severe problem. 100% believe that disruptive student 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		0% believe relationships between staff and students are not at all respectful. 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			0% believe relationships between staff and students are not at all respectful. 0% believe relationships between 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with their social, emotional, and behavioral problems. 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.			with their social, emotional, and behavioral problems. 100% 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		90.9% agree or strongly agree Happy 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.			100% agree or strongly agree Happy Valley staff help families understand 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		13.6% believe that the attitudes of the staff at 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			0% believe that the attitudes of the staff at Happy Valley are somewhat positive. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		involved in extra-curricular activities. 81.8% agree or strongly agree at Happy Valley, students are given the opportunity to take part in decision making.			100% agree or strongly agree at 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.	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,	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,	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,	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,	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,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Parent-Teacher 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	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%	As of November 17, 2023 Districtwide Chronically Absenteeism Rate 11.7% Happy Valley Primary 14.2% Happy Valley Elementary 9.2%	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	As of November 17, 2023 Districtwide Chronically	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	Absenteeism Rate 11.7% Happy Valley Primary 14.2% Happy Valley Elementary 9.2%	
Local Indicator Attendance Rate	93% attendance rate	92.91% attendance rate (as of May 4, 2022)	90.8% attendance rate as of May 1st	As of March 22, 2024, the attendance rate is 92.59%	98% attendance rate

Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

We heard from our educational partners loud and clear that actions needed to be eliminated or consolidated and that "initiative fatigue" has become a problem for a majority of staff.

We eliminated actions We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

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

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

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

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

California Department of Education
November 2023

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Happy Valley Union Elementary School District	Helen Herd Interim Superintendent	hherd@hvusd.net (530)357-2134

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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

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

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	30	17	1	12	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

We have many opportunities throughout the year to build relationships with families. We have held both virtual and in-person school gatherings that have been well attended. We have many platforms for our families and staff to regularly communicate, share, inform and meet. In addition, we will begin goal specific communication to parents centered on our LCAP goals and based on a data-driven understanding oof our students and family's needs. Our parent surveys indicate that parents are happy with their opportunities to communicate with school personnel.

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

Based on the analysis of educational partner input and local data, we have a focus area of communicating academic progress, as well as, future school family engagement events.

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

Building relationships with our underrepresented families has been a focus for our school staff. We go out of our way to reach out to our underrepresented families by providing free after school care, breakfast and lunch, academic supports, interventions, Attendance Coordinator that connects families to local resources, tutoring, after school program, and engaging camps during summer and holiday breaks.

Section 2: Building Partnerships for Student Outcomes

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

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

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

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We have a rich history in building partnerships with our families. Using data and input from our educational partners, they have indicated that our staff provides the necessary support and feedback for their students. Staff have provided additional tutoring, interventions and acceleration based on the students' needs. We have partnered with the After School Program and other local businesses to support our students both in school and within the community. At our monthly board meetings, we also recognize support staff, teachers, students and families. Parent engagement nights are held throughout the year; Back to School Night, the Christmas Program, and Open House are just some examples. Professional development is provided to our staff based on identified needs. Finally, a Chronic Absenteeism Coordinator position was added to connect with our most at-risk students and families. These resources and services have improved student outcomes. These partnerships create a positive climate for our students and their families. They truly feel supported within our small community. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and student outcomes.

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

We meet regularly with our School Site Council and LCAP Committee to review student outcome data and set goals/actions based on identified needs. Parent conferences are held several times a year and progress reports are sent to parents to inform them of their student's progress. Annual surveys are distributed in the spring to inform our district and school plans. Although we communicate in a multitude of ways (newsletters, social media, emails, one-on-one phone calls, meetings, surveys, website, school app, auto dialers, text), educational partners stress the need to improve communication, student attendance and additional support for students.

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

Based on our local data and input from our educational partners, the district will improve engagement of underrepresented families using our Chronic Absenteeism Coordinator. The Coordinator connects our at-risk families to local community resources and sets individual goals with students. Additionally, our school teachers and support staff consistently reach out to our families both virtually and in-person. Staff meet regularly to review data and adjust instruction and target students based on the data. Interventions and additional support like summer school, tutoring, and small group instruction are just some of the strategies used to support student outcomes. We will maintain part-time support to assist with plan development and state/federal guidance, a PE teacher, a counselor, Special Education staff, a Family Liaison, Behavior Coach and support staff positions throughout the district.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

We are a tight-knit community that supports families and the whole child. We strive to ensure that all students meet or exceed grade level standards as well as develop self-worth and social responsibility within a safe, healthy, and nurturing school environment. We regularly seek input from our educational partners through School Site Council, staff meetings, coffee chats, the LCAP Committee and surveys. These committees provide the opportunity to include our educational partners with the decision making process to improve student outcomes and overall school climate. Data and goals are set based on identified needs. Surveys are completed annually to ensure we receive feedback from students, staff and parents in order to improve our overall school programs.

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

Using educational partner survey data and input from our decision making bodies, we will continue to provide weekly outreach phone messages, one-on-one meetings, school app, emails and monthly newsletter to engage all families. We will continue to offer brief surveys as a focus area of improvement in order to seek input for decision making. The surveys provide us with a quick way to receive input and gauge our educational partner interests, concerns, challenges and our successes.

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

We strive to reach our most underrepresented families by seeking input through a variety of ways: surveys, incentives, parent engagement nights, resource connections, School Site Council, attendance meetings, LCAP Committee meetings, meetings with the principals, meetings with the teachers and support staff, community events, parent conferences, Back to School Night, Open House Night, IEP meetings, etc.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

Staff Survey Results
27 staff members responded to the survey. The ratings were 1 strongly disagree to 5 strongly agree.
The school's schedule allows for adequate time for teacher collaboration. 29.6% strongly disagree or disagree 44.4% neutral 25.9% agree or strongly agree.
The school's schedule allows adequate time for teacher preparation and planning. 44.4% strongly disagree or disagree 33.3% neutral 22.2% agree or strongly agree.
Students at this school learn ways to manage time. 44.4% strongly disagree or disagree 29.6% neutral 25.9% agree or strongly agree.
The school environment is clean and in good condition. 22.2% strongly disagree or disagree 22.2% neutral 55.6% agree or strongly agree.
I take pride in the appearance of the school. 11.1% strongly disagree or disagree 18.5% neutral 70.4% agree or strongly agree.
I feel safe outside on the school grounds. 11.5% strongly disagree or disagree 0% neutral 88.4% agree or strongly agree.
I feel safe in the hallways and bathrooms.3.8% strongly disagree or disagree 0% neutral 96.1% agree or strongly agree.
I feel safe in the classrooms. 3.8% strongly disagree or disagree 7.7% neutral 88.5% agree or strongly agree.
Students are safe at this school. 7.4% strongly disagree or disagree 22.2% neutral 70.4% agree or strongly agree.
In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes. 33.3% strongly disagree or disagree 22.2% neutral 44.4% agree or strongly agree.
Students at this school are well-behaved. 48.1% strongly disagree or disagree 40.7% neutral 11.1% agree or strongly agree.

The comments express a variety of concerns and suggestions regarding Happy Valley Elementary School:
Strong leadership is praised for effective management and discipline.
Teaching staff express the need for protected prep periods, citing burnout and stress from constant interruptions.
There's a call for reduced commitments outside the classroom to allow for more focused teaching.
Clear and consistent communication is desired among staff.
Safety drills and precautions for during and after-school programs are highlighted as essential, with concerns raised about inadequate procedures.
Suggestions include implementing more minimum days for meetings and prep time, providing more aides to assist with behavior management, and hiring additional staff who genuinely care for students and the community.
Overall, there's a sentiment of burnout among staff.

The comments regarding cleaning and maintenance at Happy Valley Elementary School suggest a need for improvement in several areas:
Concerns are raised about cleanliness standards not consistently being met, with instances of tables not being cleaned due to staff shortages.
A suggestion is made for implementing a cleaning checklist in each classroom and bathroom to ensure thorough cleaning.
The appearance of the school's landscaping is highlighted as an area in need of attention.
There's a call for additional support for the maintenance and custodial staff, indicating that current staffing levels may not be adequate.
The importance of intentional and productive district and site meetings is emphasized, suggesting a need for more effective communication and decision-making processes.
Specific issues such as insufficient staffing for after-school cleanup, neglected rooms and sinks, and empty soap dispensers in bathrooms are mentioned, indicating areas that require immediate attention for the well-being and hygiene of students and staff.

The comments highlight several concerns regarding safety, staffing, and emergency protocols at Happy Valley Elementary School:
Safety drills and precautions for during and after-school programs are mentioned as crucial, with a concern that some staff members are unaware of these procedures.
Insufficient yard duties are noted, leading to difficulties in preventing fights and ensuring student safety during recess. The lack of supervision also impacts teachers' ability to take breaks or have lunch on time.
There's an issue with students sneaking into the cafeteria due to inadequate supervision, leading to disruptions during lunch breaks.

A suggestion is made to train staff on emergency protocols to ensure they are prepared to handle any potential safety issues effectively.

The comments express several concerns regarding disciplinary practices, staffing, and leadership at Happy Valley Elementary School:
There's a perception of one-sided discipline, where some students receive more leniency than others, leading to a lack of real consequences for actions.
Concerns are raised about the loss of current staff and a possible change in administration, which may impact the stability of the school.
Insufficient yard duties and aides are noted, resulting in issues such as unnoticed behaviors and fights.
The removal of an administrator is criticized with praise for his hands-on approach and efforts to improve the school environment. His support for projects like Project Share and plans for future initiatives are highlighted.
There's a call for board members to spend more time on campus to understand the needs of students and staff better.
The importance of retaining staff who genuinely care about the well-being of students and the school community is emphasized, with concerns raised about the impact of losing valuable staff members.

Student Survey Results
70 students took the survey.
Which of the following do adults at your school most value? 38.6% students who do well academically 28.6% students who care about other students 8.6% students who are good athletes 24.2% other reasons
I feel most good about myself when… 28.6% I'm doing very well in an activity that I love, such as a sport or group 4.3% I'm helping other people. 22.9% I'm hanging out with friends. 15.7% I'm doing really well in school. 14.3% I'm doing fun activities by myself. 14.2% other
Which of the following things could your school do to make you feel safer? (Please select your top THREE answers) 53.6% have a clearer discipline policy for bullying, harassment, and other rule-breaking at school. 47.8% Have stronger punishments for bullying, harassment, or other hurtful behavior at school. 40.6% Increase security 44.9% Teacher teachers to help students solve problems and conflicts better. 44.9% Have more student leaders who can help prevent bullying and student conflict.
The length of the school day is about right. 21.7% strongly disagree or disagree 21.7% neutral 56.5% agree or strongly agree.
I often do not have enough time to get from one classroom to the next 35.7% strongly disagree or disagree 34.3% neutral 30% agree or strongly agree.
My school is kept clean. 34.7% strongly disagree or disagree 26.1% neutral 39.1% agree or strongly agree.
I like my school building. 14.3% strongly disagree or disagree 15.7% neutral 70% agree or strongly agree.
My school has clear rules and consequences for behavior. 30% strongly disagree or disagree 20% neutral 50% agree or strongly agree.
Most students in my school… do their best, even when their work is difficult. 24.2% strongly disagree or disagree 30% neutral 45.7% agree or strongly agree.
Most students in my school… do all of their homework. 39.7% strongly disagree or disagree 29.4% neutral 30.9% agree or strongly agree.
Most students in my school...think it is OK to cheat if other students are cheating. 42.8% strongly disagree or disagree 22.9% neutral 34.3% agree or strongly agree.
My teachers… give me a lot of encouragement. 21.4% strongly disagree or disagree 22.9% neutral 55.7% agree or strongly agree.
My teachers… make learning interesting. 20% strongly disagree or disagree 25.7% neutral 54.3% agree or strongly agree.
My teachers… notice when I am doing a good job and let me know about it. 23.5% strongly disagree or disagree 22.1% neutral 54.5% agree or strongly agree.
My teachers…will help me improve my work if I do poorly on an assignment. 23.5% strongly disagree 76.5% agree or strongly agree.
My teachers... provide me with lots of chances to be part of class discussions or activities. 13% strongly disagree or disagree 21.7% neutral 65.2% agree or strongly agree.
My teachers...will give me extra help at school outside of our regular class. 32.9% strongly disagree or disagree 30% neutral 37.2% agree or strongly agree.

The student survey comments from Happy Valley Elementary School highlight various concerns and suggestions:

Requests for more games, free time, and spirit weeks to enhance the school experience.
Concerns about bullying and a call for stricter discipline.
Suggestions for improving school lunches, including offering more variety and eliminating disliked options like Sun Butter sandwiches.
Desires for additional equipment and activities, such as baseball and softball gear, a football team, and more jump ropes.
Requests for better maintenance, including addressing trash and cleanliness issues in bathrooms.
Calls for addressing racist behavior and promoting inclusivity.
Suggestions for providing snacks and implementing rules against bullying and violence.
A request for more support and activities for lower grades after school.
Various other suggestions, including the installation of hand blowers in the girls' bathroom and the addition of security guards for safety.

Family Survey
56 families responded to the survey. 53.6% Elementary 58.9% Primary 1.8% Community Day School 3.6% Happy Valley Independent Learning
My child(ren) participate in Project Share69.6% stated no 30.4% stated yes
My child(ren) participate in the Expanded Learning Opportunities Program provided when school is not in session. 55.4% stated never 35.7% stated sometimes 8.9% stated always
The responses indicate a variety of extracurricular activities and interests among students:

Basketball
Sports (volleyball, football, basketball, baseball, softball, cross country, track, soccer)
Trio
Student council
Travel sports
Project Share
Yearbook (joke)
Safe School Ambassador
Little League
Camping, hunting, fishing
Special field trips, dance, etc.
Karate, dirt bike riding, gardening, swimming
Sports club
Character Club
Dramatic reading
Rodeo
California Deer Association
Mountain biking
T-ball
Church activities
Cheerleading
Happy Valley Little League
Drama
School enrichment clubs
Soccer
Cross country
Nutrition and sports
These activities cover a wide range of interests, from sports to academic clubs to outdoor hobbies, showcasing the diversity of student interests at Happy Valley Elementary School.

Happy Valley emphasizes helping students academically when they need it. 10.7% strongly disagree 5.4% disagree 57.1% agree 19.6% strongly agree 7.1% unsure
The comments provide additional insights into various aspects of the school environment:
Concerns are raised about the lack of support or enrichment programs for academically advanced students.
Positive feedback is given regarding the leadership of Mr. Durry, indicating improvement under his direction.

There are concerns about academic continuity during planned teacher absences, particularly in maintaining academic rigor.
The school's performance is perceived as successful but not necessarily on par with other schools.
Some parents express frustration with administrative responsiveness, such as delays in resolving technology issues.
There's a desire for more flexibility in allowing students to advance at their own pace, particularly in subjects like mathematics.
Positive experiences with individualized support, such as from an IPL teacher, are noted.
One parent feels their child has not received the necessary support, highlighting potential gaps in assistance.
There's a disagreement with the district's decision regarding homework policies, emphasizing the importance of setting expectations for time management and independent work.
Overall, appreciation is expressed for the care and responsiveness of the teachers and principal in addressing student needs and concerns.

I am aware of the academic expectations for my children 5.4% strongly disagree 5.4% disagree 57.1% agree 30.4% strongly agree 1.8% unsure
Happy Valley Schools are providing the academic skills necessary for my child to be successful. 7.1% strongly disagree 8.9% disagree 58.9% agree 16.1% strongly agree 8.9% unsure
The comments reflect a range of experiences and perceptions regarding the school's approach to education and support:
Positive feedback is given regarding specific teachers, indicating appreciation for their dedication and effectiveness in fostering student growth.
Some parents feel that the school is attentive to individual student needs and provides support when necessary.
However, there are concerns raised about communication between teachers and parents, particularly regarding academic performance and behavioral issues.
One parent expresses dissatisfaction with the perceived lack of attention given to their child's academic needs, feeling that their child is not receiving the necessary support.
There's a desire for more opportunities for academically advanced students to be challenged and excel further in their studies.
Positive feedback is given about after-school tutoring options, indicating satisfaction with additional academic support provided outside regular school hours.

My child(ren) feels the following way about reading. 42.9% likes reading 28.6% struggles with reading 16.1% loves reading 12.5% excels in reading
My child(ren) feels the following way about math. 44.6% likes math 32.1% struggles with math 12.5% loves math 10.7% excels in math
At Happy Valley, how much of a problem is disruptive student behavior? 17.9% severe problem 35.7% moderate problem 32.1% mild problem 14.3% insignificant problem.

The comments reflect various concerns regarding disruptive behavior and disciplinary issues at Happy Valley Elementary:
Some students feel unfairly associated with disruptive peers, affecting their own behavior and learning environment.
The influx of students with behavioral issues mid-year is noted as disruptive to the classroom atmosphere.
Concerns about increased instances of disruptive behavior and bullying are expressed.
There's appreciation for staff efforts in managing behavioral issues but also acknowledgment of the challenges.
Inconsistencies in disciplinary actions and favoritism are noted, leading to perceptions of unfairness.
Students express difficulty concentrating due to noisy classmates.
Instances where students feel unfairly punished or roped into others' misbehavior are highlighted.
Concerns are raised about the lack of support for teachers in managing disruptive behavior, particularly in kindergarten classes.
Bullying is identified as a significant issue, with concerns about the handling of such incidents by staff.
While some parents are unaware of disruptive behavior problems, others express concerns about its prevalence and impact.
Happy Valley staff manage student behavior issues when they arise. 3.6% strongly disagree 17.9% disagree 69.9% agree 8.9% strongly agree
The comments highlight various concerns and perspectives regarding the school environment at Happy Valley Elementary:
Some feel that staff are overwhelmed with meetings and training, leaving little time for their actual job responsibilities.

There's a perception that discipline measures are limited, potentially affecting the school's ability to address behavioral issues effectively.
Positive feedback is given for staff communication and teamwork in addressing behavioral issues and establishing positive relationships with students.
Praise is given for quick and effective handling of student issues by school administration.
Bullying, particularly among older and younger students, remains a significant concern.
Consistency in addressing issues and providing solutions is seen as lacking.
Communication between the school and parents is criticized as inadequate or ineffective.

My family is aware of behavioral expectations that Happy Valley has for students. 1.8% strongly disagree 5.4% disagree 50% agree 37.5% strongly agree 5.4% unsure
Despite challenges, there's recognition of staff efforts to do their best under difficult circumstances.
Concerns are raised about the appropriateness and effectiveness of addressing behavior challenges.
Concerns are raised about favoritism and inconsistencies in enforcing rules, suggesting that certain individuals may receive preferential treatment.
Conversely, there's praise for the school's inclusive approach towards students with behavior challenges, highlighting a sense of care and acceptance within the district.
Parents appreciate the supportive atmosphere where their children are not stigmatized for their behavioral tendencies, emphasizing the importance of understanding and education.
However, there's also a concern about the handling of specific incidents such as cyberbullying, with a perception that some issues may not be adequately addressed by staff despite being made aware of them.

Relationships between staff and students are respectful. 3.6% not at all respectful 1.8% slightly respectful 19.6% somewhat respectful 48.2% quite respectful 26.8% extremely respectful
The comments provide various perspectives on the staff and atmosphere at Happy Valley Elementary:
One of the teachers is praised for her strong rapport with students, indicating positive relationships between teachers and pupils.
There's humor expressed in response to a question, suggesting a light-hearted atmosphere within the school community.
Most staff members are seen as respectful, contributing to a positive environment.
A belief is expressed that clear boundaries and expectations set by staff lead to better student behavior and overall class performance.
Teachers are commended for effective communication with parents, with specific mention of improvements since a particular teacher's departure.
Positive changes are attributed to leadership, with appreciation for his kindness and his positive impact on the staff.
Mixed opinions exist regarding the effectiveness of both students and staff.
While some staff members are praised, others are criticized for not being suitable for working with children.
Criticism is directed at the front office for sometimes being abrasive, suggesting room for improvement in interpersonal interactions.
Individual staff members are singled out for their positive impact on students' experiences.
Overall, there's appreciation for the positive relationships and experiences students have had with teachers and staff, though some instances of using authority inappropriately are mentioned.

Happy Valley places a priority on helping students with their social, emotional, and behavioral needs. 7.1% strongly disagree 7.1% disagree 53.6% agree 23.2% strongly agree 8.9% unsure
The comments reflect diverse perspectives on the support and resources available to students at Happy Valley Elementary:

There's a perception that support primarily extends to students with Individualized Education Plans (IEPs), potentially leaving other students without realistic options.
Some feel that there may be an excess of support or interventions provided.
Staff are commended for their readiness and availability to assist students in various areas, including problem-solving, decision-making, self-esteem building, and relationship-building.
Specific programs like Project Share are praised for their effectiveness in setting clear expectations while being supportive and enjoyable for students.
Mixed reactions are expressed, ranging from humor to genuine concern regarding the level of support provided by teachers.

Suggestions are made for additional support for teachers, particularly in addressing behavioral needs.
Instances of ongoing bullying are reported, indicating potential gaps in the school's response to student safety and well-being.
Some parents haven't needed assistance in the areas mentioned, suggesting varying experiences with the school's support systems.

Happy Valley provides quality counseling or other services to help students with social or emotional needs. 1.8% strongly disagree 10.7% disagree 48.2% agree 7.1% strongly agree 32.1% unsure
The comments indicate varying perspectives on counseling services at Happy Valley Elementary:
There's a desire for more consistent access to counseling support, suggesting a perceived need for additional mental health resources within the school.
Some individuals feel that certain staff members may not be receptive to discussions about feelings, potentially hindering open communication and support.
On the other hand, some parents haven't felt the need to utilize counseling services, implying differing levels of need or satisfaction with existing support systems.

Happy Valley staff connect with me when my child(ren) has done something well or make improvement. 8.9% strongly disagree 10.7% disagree 55.4% agree 14.3% strongly agree 10.7% unsure
The comments highlight various experiences and desires regarding communication between teachers and parents at Happy Valley Elementary:

Some parents feel that they are not adequately informed about their child's achievements, such as receiving awards, indicating a lack of communication from the school.
There's a desire for more frequent communication from teachers, suggesting quarterly updates would be appreciated, even if it's just a simple acknowledgment of the child's progress.
Concerns are raised about a perceived disconnect between teachers and parents, with some parents feeling that teachers may be hesitant to communicate with them.
However, there are positive experiences noted, with some parents appreciating their child's teacher for being proactive in communication, particularly regarding achievements and progress.
On the other hand, some parents feel that they only receive communication from staff when they initiate it, and often, it's focused on issues rather than positive updates.

Happy Valley staff do a good job helping families to support their child(ren)'s learning at home. 3.6% strongly disagree 12.5% disagree 64.3% agree 3.6% strongly agree 16.1% unsure

The comments express a desire for more communication and involvement in their children's education:
Some parents feel there is a lack of communication from teachers, indicating a need for more updates and information about their child's progress.
There's a suggestion for additional parent-teacher conferences throughout the year to discuss their child's learning and progress.
Parents express a desire for weekly updates or notes outlining what is being covered in class, similar to what they have experienced in previous schools.
They wish for opportunities to support their child's learning at home by understanding what topics are being covered and how to reinforce them outside of the classroom.
Additionally, there's a request for homework assignments to provide insight into their child's learning and to ensure they can apply what they've learned independently.

At Happy Valley, parents are given the opportunity to take part in decision making in regards to school/district decisions. 12.5% strongly disagree 19.6% disagree 66.1% agree 1.8% strongly agree
At Happy Valley, parents are given the opportunity to take part in decision making in regards to their child(ren). 8.9% strongly disagree 10.7% disagree 76.8% agree 3.6% strongly agree
The comments suggest concerns about the scheduling of meetings at Happy Valley Elementary:
Meetings are held once a month at specific times and places, which some parents find inconvenient.
There's a suggestion to adjust the timing or location of meetings to accommodate more parents' schedules.
The commenter expresses uncertainty about their ability to participate due to conflicting time commitments or inconvenient meeting times.

How positive are the attitudes of the staff at Happy Valley? 14.3% extremely positive 60.7% quite positive 17.9% somewhat positive 7.1% slightly positive 0% not at all positive
most of the staff are positive and welcoming, building positive relationships with students and creating a conducive learning environment. Some teachers remain positive despite challenges, while others struggle. However, there are many excellent, long-time teachers with a positive attitude. Some staff members only seem friendly with a specific group, and some office staff members may not be kind. Overall, the teachers are amazing.
Students are encouraged to get involved in extra-curriculum activities. 1.8% strongly disagree 5.4% disagree 71.4% agree 21.4% strongly agree 0% unsure
At Happy Valley, students are given the opportunity to take part in decision making. 3.6% strongly disagree 19.6% disagree 75% agree 1.8% strongly agree
Students take surveys but the don't feel the feedback is used.

When I have a concern as a parent/family member, I can reach out to someone at the school for support. 5.4% strongly disagree 12.5% disagree 60.7% agree 21.4% strongly agree
One parent stated that their kids have attended Happy Valley since 2015. Over the years, they have seen a slow decline in the school spirit and just over all attitude of staff. It used to be a fun school with do much love. Somewhere along the way it had become political and our little rural school district has changed. Some parents indicated that calls are not returned. Parents would like to see better communication and follow through and would like a mid-year parent conference. When updates or changes are made, using a flyer and email to address these things and not limiting information to social media. Not all parents participate in these platforms so they miss out on information. Parent Square messages have been amazing. Thank you for working so hard to be proactive with communication.

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

We recognize the change in administration, this year, has been tough year for students, staff and parents. Areas of strength include strong community support, a safe school environment, and There is a need to increase academic outcomes, communication between staff and administration and staff and parents.

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

The Interim Superintendent reduced the number of initiatives that were in place in order to have the staff focus on academic achievement. A new superintendent will use the LCAP and the results of these surveys to guide the district going forward. Communication and student achievement will be a focus for our staff next year.

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

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

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

Our students have access to a broad course of study. We have identified and currently utilize several tools to articulate the expected schoolwide learner outcomes for students. In connection and alignment with California State Standards and frameworks, we have created and implemented a curriculum guide that outlines the specific content areas to be addressed. Additionally, teachers use pacing guides and an assessment calendar to ensure the curriculum is implemented. A master schedule is designed to include all of the required subjects and electives. Further, we employ several local and state assessment tools in order to measure progress towards meeting these articulated outcomes. These diagnostic assessments measure progress and provide the data necessary to uncover areas of need and drive appropriate instruction and interventions.

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

All students have access to the following program components:
Comprehensive academic and social skills development using curriculum aligned to the California State Standards
Highly effective California State Credentialed certified teachers
Low student-to-teacher ratios
Quality supplemental learning materials aligned to the state frameworks and standards
Technology based programs for all grade levels, including foreign language program
Assessments aligned to state standards to monitor progress for reading and math
Curriculum Level Lead Teachers at each campus
Professional Learning Communities to analyze data and target students based on need
Full implementation of Response to Intervention (RTI) model with academic intervention programs
PBIS Practices and Behaviorist to support appropriate school behavior
Monthly Principal meetings or designated time for parents and community members to meet with and talk to the Principal
Visual and performing arts are embedded within the curriculum in the elementary schools and is offered as an elective in the middle school
After School Clubs are offered at the middle school level-Dance, performance clubs, and other as they become an interest
Foreign language and music are offered at the middle school
PE is offered at both the elementary and middle school level

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

Providing quality a Foreign Language Program and Science Program continues to be a challenge as we don't always have the staff with the knowledge to implement a consistent program. Hiring qualified music staff and fully credentialed staff has also posted a challenge.

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

We constantly revise our middle school electives to keep our student's interests. Teachers bring different qualifications and interests to our electives.

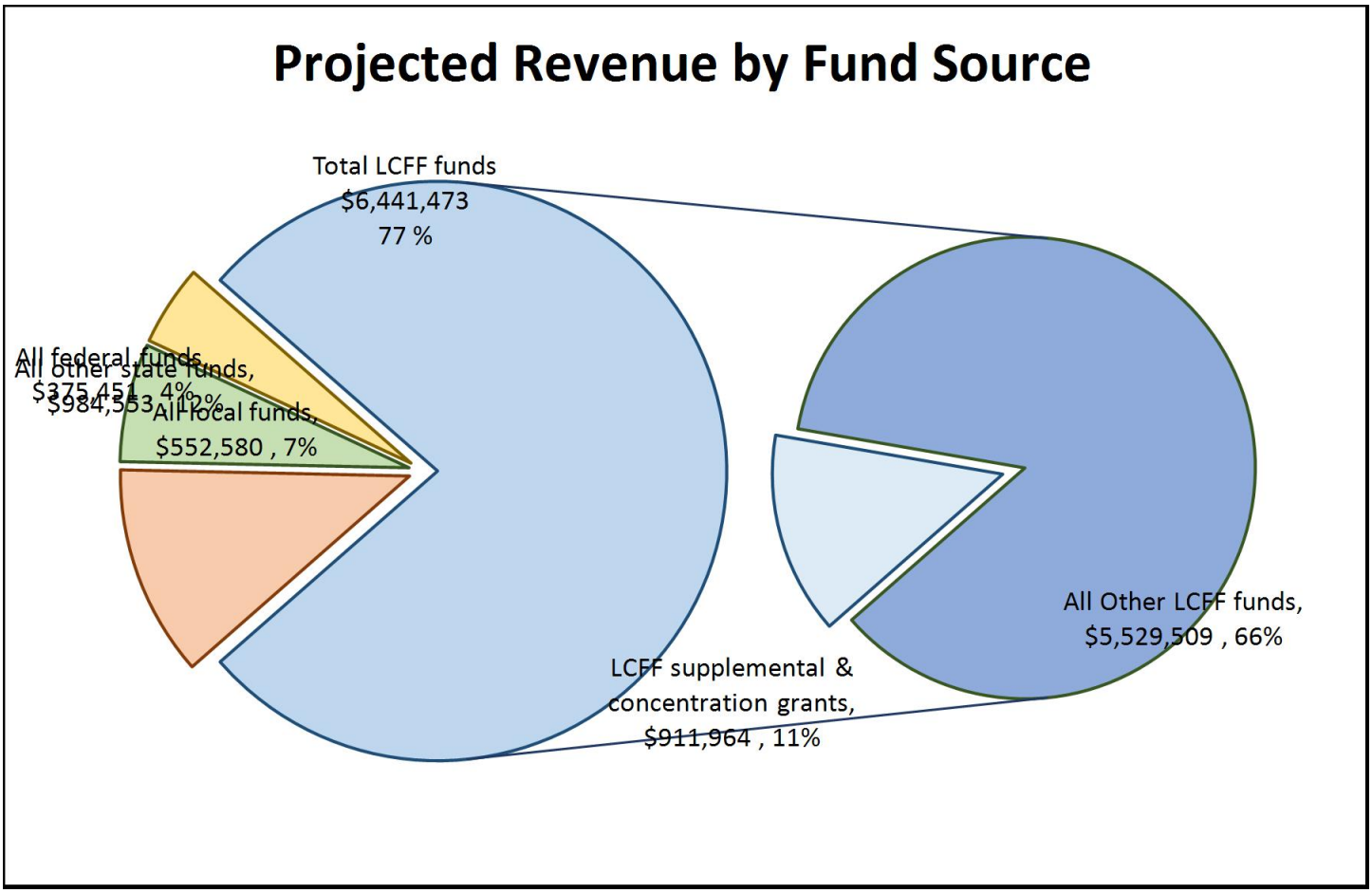
HAPPY VALLEY Est. 1954
UNION ELEMENTARY SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Happy Valley Union Elementary School District
CDS Code: California
School Year: 2024-25
LEA contact information:
Helen Herd
Interim Superintendent
hherd@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 2024-25 School Year

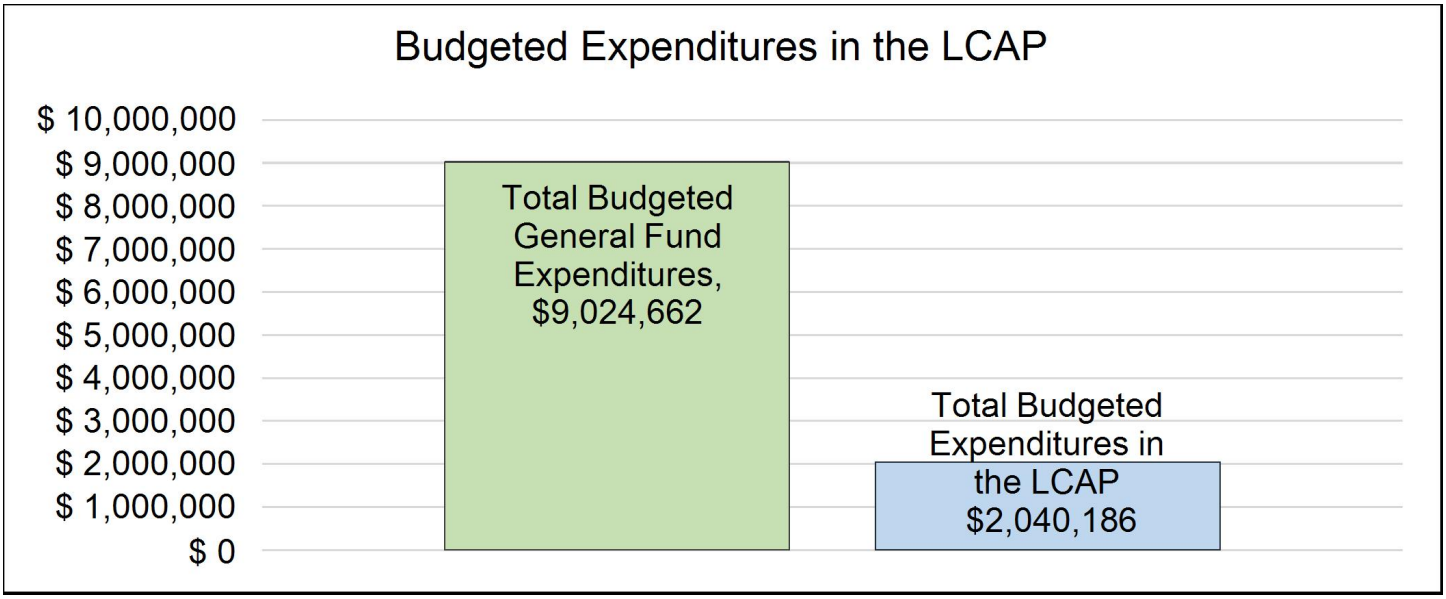


This chart shows the total general purpose revenue Happy Valley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Happy Valley Union Elementary School District is $8,354,057, of which $6441473 is Local Control Funding Formula (LCFF), $984553 is other state funds, $552580 is local funds, and $375451 is federal funds. Of the $6441473 in LCFF Funds, $911964 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Happy Valley Union Elementary School District plans to spend $9024662 for the 2024-25 school year. Of that amount, $2040186 is tied to actions/services in the LCAP and $6,984,476 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expenses related to operational funds outside of the LCAP, Maintenance & Operations, Transportation, grants, lottery, etc.

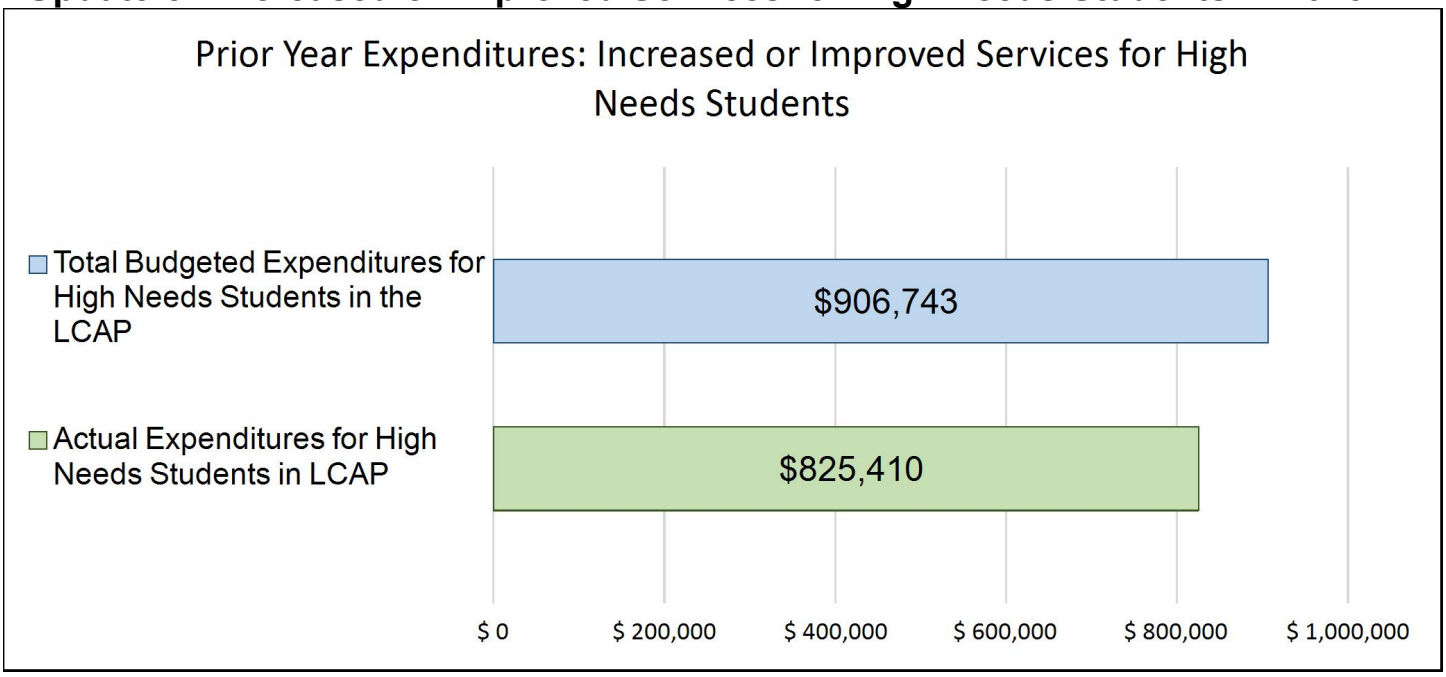
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Happy Valley Union Elementary School District is projecting it will receive $911964 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 $858979 towards meeting this requirement, as described in the LCAP.

The District will be updating the LCAP mid-year. With the changes in administration and fiscal, it will be necessary to have time to really look at the actions.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Happy Valley Union Elementary School District's LCAP budgeted $906743 for planned actions to increase or improve services for high needs students. Happy Valley Union Elementary School District actually spent $825410 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-81,333 had the following impact on Happy Valley Union Elementary School District’s ability to increase or improve services for high needs students:

Many of the identified expense in LCAP were paid through other funding sources (ie. ESSER, ELOP)

HAPPY VALLEY Est. 1954
UNION ELEMENTARY SCHOOL DISTRICT

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	Helen Herd Interim Superintendent	hherd@hvusd.net (530)357-2134

Plan Summary [2024-25]

General Information

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

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. 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 488 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 10.5% English Learners, 1.8% Foster Youth, and 64.3% 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 one goal 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 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.

The District Program and Community Day School have received equity multiplier funding.

Reflections: Annual Performance

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

We have removed many actions and strategies as they were ineffective at meeting our goals. After reviewing the CA School Dashboard Data, our students are below standard (51.4 points) in English language arts and (53.6 points) mathematics. We slightly declined in English Language Arts (9.9 points) and increased in mathematics (8.5 points). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. We will identify and target students using data to drive instruction and believe this will result in overall growth for our students.

Red Performance Level Student Group(s): Our English Learners and Hispanic student groups are in the red performance level in English language arts. Teachers will identify these students and work with each of them to set targeted goals in literacy. A Literacy Coach will also work one-on-one with these students.

Chronic absenteeism continues to be a byproduct of the pandemic. However, we have been able to bounce back quickly as compared to other schools in the state. Our families value education and understand that there is a link between good attendance and student achievement. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 1.9% from 17.3%, it is our goal to decrease the chronically absent students to less than 1% next year.

Red Performance Level Student Group(s): Low income, students with disabilities, and homeless students are at the red performance level with chronic absenteeism. Our Community School Coordinator will identify these students and work directly with them and their families to identify barriers that are keeping them from attending school. Goal setting and incentives will also be used to decrease the chronic absenteeism rates with these student groups.
Suspension data indicates that 7.6% of all students have been suspended at least once. The following student groups are in the red performance level for suspension: Two or more races (10.2% suspended at least one day), Low Income (10.2% suspended at least one day) White (10.2% suspended at least one day)

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal and one equity multiplier goal. Our mission statement will become our broad goal and our equity multiplier goal will focus on a goal to improve outcomes for students at the Happy Valley Community Day School and the District program.

We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in our broad goal and a focus on the student groups in the red performance level on the CA School Dashboard.

We received additional funding to support our schools that have at least a 25% instability rate and 70% low income demographics. Using the Equity Multiplier Funding, we will focus our efforts on academic supports in goal 2 for the students at Community Day School and the District Program.

Happy Valley Elementary School District Red Performance Level

Chronic Absenteeism
Homeless students 44.40%
Students with disabilities 20.80%
Low income students 19.20%

Suspensions
All students 7.60%
Two or more races 10.20%
Low income student 8.80%
White students 10.20%

English Language Arts
English learners 87.6 points below standard
Hispanic students 82.6 points below standard

English Learner Progress
34.1% English learners making progress towards English language proficiency

Schools Red Performance Groups
Happy Valley Primary School
Chronic Absenteeism
All students 20.50%
Hispanic students 27.30%
Low income students 25.10%
White students 20.30%

Happy Valley Elementary School
Suspension
All students 13.30%
Low income students 16%
Students with disabilities 16.20%
White students 17.10%

English Language Arts
English learner students 116.1 points below standard
Hispanic 95.7 points below standard

Mathematics
English learner students 110.2 points below standard

Reflections: Technical Assistance

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

Shasta County Office of Education (SCOE) has reached out to our leadership team to share data that identified the need for technical assistance. SCOE met with the leadership team and it they decided to focus on suspension, chronic absenteeism, and English learner support. We have written actions in our LCAP to support these areas of focus. As of March 25, 2024 SCOE has met with the Happy Valley Administration team three times to determine the focus. It was decided they would focus on 1. English learners 2. Behavior 3. Chronic absenteeism. Both sites registered for Positive Behavior Intervention Supports Cohort to work on suspension and behavior data and matrices. SCOE will be working with staff on English learner strategies and evidenced based practices.

This year was the first time SCOE provided local data dashboards that helped track attendance data and suspension data but Happy Valley already had a system in place for tracking this data so we declined the use of the SCOE built dashboards as to not confuse staff and implement another system. Happy Valley administration and staff reviewed the data in 2023-2024. The Community Schools Grant has offered schoolwide incentives for attendance like No Tardy Parties and "AttenDANCEs" for classes that have met their goal. Administration has explored alternatives to suspension.

The interim superintendent and governing board met with the staff to discuss initiative fatigue and determined what actions/strategies they would keep and would eliminate. This has made for a more streamlined plan and a focus on academics.

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	We received feedback through staff surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Principals and Administrators	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community.

Educational Partner(s)	Process for Engagement
	We eliminated multiple goals and streamlined the LCAP to include one broad goal and an equity multiplier goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. Administrators met weekly to discuss all 8 state priorities and the actions/strategies in the LCAP. School administrators aligned the School Plan for Student Achievement with the district goals. Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan
Other school personnel	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

Educational Partner(s)	Process for Engagement
	We engage regularly with local organizations to connect our families to local resources.Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience.
District bargaining units	We received feedback through staff, student and parent/community surveys. We also received feedback from the School Site Council and staff meetings. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Parents/Community	We received feedback through parent/community surveys, School Site Council, English Learner Parents, parents of students with disabilities and brainstorm sessions. Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. These surveys focus on various topics including the 8 state priorities. The results guide the board’s actions and decisions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Students	Using student surveys, School Site Council, and brainstorm sessions during Student Advisory we were provided feedback to refine and add actions to the plan

Educational Partner(s)	Process for Engagement
Governing Board/Public	The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities. Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months. Annual presentation of the CA School Dashboard results and the CAASPP results. Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results. Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered. Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 25, 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 28, 2024.
SELPA	Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to

Educational Partner(s)	Process for Engagement
	determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the SELPA for review and feedback.
Equity Multiplier Funding Community Day School staff and Happy Valley District Program employees	Administration worked with the Happy Valley joint School Site Council to develop actions to support students that generated the additional Equity Multiplier funds. School Site Council represents the community/parents, students, classified/certificated staff (bargaining unit members) and administration. Using the CA School Dashboard data, we reviewed the data for the students that were in red at the Community School and the district level. The team completed a needs analysis to identify actions within goal 2. Administration met with the staff from the District Program and Community Day School to identify actions and metrics for our Equity Multiplier Goal.

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

The adopted LCAP was influenced by the following feedback:

Teachers-
Administrators-After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement. Our actions in the new 3 year template are a result of discussions between staff, students and the community.

We have also added actions to support our students in the red performance level as required by ED Code.

Other school personnel- Professional development based on survey results.
District bargaining units- No new actions were added to the LCAP.
Parents/Community-Resources to support behaviors, school engagement and academic supports (Some of these actions can be found in our Expanded Learning Opportunity Plan & grant plans instead of the LCAP)
Students-No new actions were added to the LCAP.
Governing Board/Public-After feedback from the staff, the Governing Board, Chief Business Officer, and Superintendent met to discuss positions and programs to be cut due to the state budget deficit and the reduction of ESSER/COVID funding. This caused us to eliminate and prioritize actions in the LCAP.
* SELPA-the plan was submitted to the SELPA but no changes were requested.
Community Day School staff and Happy Valley District Program employees for Equity Multiplier Funding-The team decided to add the following actions within Goal 2 based on the review of the needs analysis: ERMHS counselor will be 1 day/week and BCBA will be 2 days/month.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided a safe and engaging learning environment in order to grow academically and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After much discussion, the district decided to have one broad goal to address the 8 state priorities and one equity multiplier goal to address the students at the Community Day School and District Level program. Using one goal with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes. We removed most of the actions as they were ineffective at meeting our goals. The CA School Dashboard indicators show that we are making little progress in English language arts, mathematics, science, and language proficiency for English learners. We also have high suspension rates and chronic absenteeism rates.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan.
We will streamline our plan and have one broad goal and one equity multiplier goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the $13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current

requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Red Performance Level Student Group(s): Our English Learners and Hispanic student groups are in the red performance level in English language arts. Teachers will identify these students and work with each of them to set targeted goals in literacy. A Literacy Coach will also work one-on-one with these students.

Low income, students with disabilities, and homeless students are at the red performance level with chronic absenteeism. Our Community School Coordinator will identify these students and work directly with them and their families to identify barriers that are keeping them from attending school. Goal setting and incentives will also be used to decrease the chronic absenteeism rates with these student groups.

Chronic absenteeism continues to be a byproduct of the pandemic. However, we have been able to bounce back quickly as compared to other schools in the state. Our families value education and understand that there is a link between good attendance and student achievement. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works weekly with students and their families to set attendance goals. While we have seen a decline of 1.9% from 17.3%, it is our goal to decrease the chronically absent students to less than 1% next year.

Suspension data indicates that 7.6% of all students have been suspended at least once. The following student groups are in the red performance level for suspension: Two or more races (10.2% suspended at least one day), Low Income (10.2% suspended at least one day) White (10.2% suspended at least one day)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance CAASPP English Language Arts	2022-2023 CAASPP Results 29.60% students met or exceeded standard for ELA 30% of 3rd graders at or above standard			50% students met or exceeded standard for English language arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41.81% of 4th graders at or above standard 44.68% of 5th graders at or above standard 20% of 6th graders at or above standard 5.88% of 7th graders at or above standard 36.96% of 8th graders at or above standard The CA School Dashboard: Orange progress indicator 51.4 points below standard Declined 9.9 Points District Data Student groups in red performance level: English Learners 87.6 points below standard Declined 40.8 Points Number of Students: 41 Hispanic 82.6 points below standard Declined 38.4 Points Number of Students: 64 Happy Valley Elementary Data			50% of 3rd graders at or above standard 50% of 4th graders at or above standard 50% of 5th graders at or above standard 50% of 6th graders at or above standard 50% of 7th graders at or above standard 50% of 8th graders at or above standard The CA School Dashboard: Blue progress indicator Blue progress indicator English Learners students at or above standard Hispanic students at or above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups in red performance level in English Language Arts English learner students 116.1 points below standard Hispanic students 95.7 points below standard				
1.2	Student performance CAASPP Mathematics	2022-2023 CAASPP Results 27.30% students met or exceeded standard for math 26.53% of 3rd graders at or above standard 41.07% of 4th graders at or above standard 34.04% of 5th graders at or above standard 23.63% of 6th graders at or above standard 9.80% of 7th graders at or above standard 28.26% of 8th graders at or above standard The CA School Dashboard: Yellow progress indicator 53.6 points below standard Increased 8.5 Points			50% students met or exceeded standard for math 50% of 3rd graders at or above standard 50% of 4th graders at or above standard 50% of 5th graders at or above standard 50% of 6th graders at or above standard 50% of 7th graders at or above standard 50% of 8th graders at or above standard The CA School Dashboard: Blue progress indicator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Student performance CAASPP Science	2022-2023 24.47% students met or exceeded standard for science			75% students met or exceeded standard for science	
1.4	Student performance English Learner Progress Indicator-ELPAC Proficiency	2022-2023 CA School Dashboard indicates: Red performance indicator 34.1% making progress Declined 20.2% Number of EL Students: 41 31.7% ELs progressed at least one ELPI level 2.4% ELs who maintained ELPI Level 4 26.8% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 39% ELs who decreased at least one ELPI level			The CA School Dashboard indicates: Blue performance indicator 75% making progress 50% ELs progressed at least one ELPI level 25% ELs who maintained ELPI Level 4 25% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% ELs who decreased at least one ELPI level	
1.5	Student performance English Learner Progress Indicator Reclassification Rate	2022-2023 Districtwide 0.8% Happy Valley Elementary 0.8% Happy Valley Primary 0%			Districtwide 20% Happy Valley Elementary 20% Happy Valley Primary 20%	
1.6	Student Attendance Rates	2023-2024			98% attendance rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.59% attendance rate as of March 22, 2024				
1.7	Student Chronic Absenteeism Rate	2022-2023 CA School Dashboard: Red performance student groups: Low income 19.2% Students with Disabilities 20.8% Homeless Students 44.4%			The CA School Dashboard: Blue performance indicator Low income less than 3% Students with Disabilities less than 3% Homeless Students less than 3%	
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop out rate			0% middle school drop out rate	
1.9	Student Suspension Rates	2022-2023 CA School Dashboard: Red performance student groups: Two or more races 10.2% suspended at least one day Low Income 10.2% suspended at least one day White 10.2% suspended at least one day			Blue performance student groups: Two or more races- Less than 3% suspended at least one day Low Income- Less than 3% suspended at least one day White- Less than 3% suspended at least one day	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Student Expulsion Rates	2022-2023 0% expulsion rates			0% expulsion rates	
1.11	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.)					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	Bilingual paraprofessionals will support English learners ELPAC Coordinator Translate for students and families Provide English Learners and Hispanics with small group instruction with purposeful English development and mathematics. Encourage English learners and Long Term English Learners to use language to interact meaningfully in school and beyond. Provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs. Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Monitor English Learner students and Long Term English Learners frequently to adjust instruction based on identified need. Supplemental instructional materials to support English development. We see parents as critical partners in their child's education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol. Professional development in language acquisition strategies for staff. Professional development in math strategies.	$38,520.00	Yes
1.2	Red performance student groups Suspension	Behaviorist Provide alternatives to suspension especially for our low income, white and two or more student groups. Structured days	$71,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Refocus room Reflection sheet and goal setting with students SWISS data to identify hot spot areas in the school Behavior team consisting of Principals, Counselor, Behaviorist, and classroom teacher when available meet weekly to discuss options for students After school support for students struggling with completing work Restorative circles/chats Positive Behavior Intervention and Supports Behavior Intervention Reports Teach students strategies for managing emotions and problem solving solutions Counseling, as needed.		
1.3	Red performance student groups Chronic Absenteeism	Increase attendance with the following student groups: Homeless, Low Income and Students with Disabilities. Asian, Hispanic and White students are also struggling to attend school. Goal set with students who are at risk of missing more than one day of school a month. Parent engagement campaign to reduce absences Community School Coordinator works with family to reduce barriers to learning through identifying student and family needs. School wide classroom attendance campaign to encourage attendance by classroom instead of individuals. Target kindergarteners and explain to parents the importance of attendance.	$85,641.00	No
1.4	Red performance student groups English Learners & Hispanic	Small group instruction for English language arts support for Hispanic and English learners. English Learner Strategies The Project GLAD® Elementary English training is a rigorous professional development model based on a collection of research-based, effective classroom strategies. It focuses on an integrated approach aimed at		Yes

Action #	Title	Description	Total Funds	Contributing
		supporting language acquisition and proficiency in K-6 grade level content standards. Teachers will learn with other professionals in the field about the research that supports the model, observe students utilizing the strategies with Project GLAD® Agency Trainers, and plan and prepare materials to use in their classroom right away to effectively support application and implementation.		
1.5	School Counselor and School Psychologist	Student supports for emotional, social, behavioral engagement School Counselor (shared between sites) will be maintained to support at-risk students. Certificated Counselor salary and benefits School Psychologist salary and benefits Behavior team will meet to discuss individual student needs. Teach students problem solving skills, soft skills, and character development. Bullying prevention Provide students with strategies to regulate emotions and mend relationships.	$113,858.00	Yes
1.6	Foster Youth Services/Homeless Youth Services	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. 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. Intervene early when they are missing a lot of school. Provide youth and families with community resources such as: Clothing closet Food banks Health clinics Laundry services	$33,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hygiene kits Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. 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 a 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. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child’s education and provide parent outreach with our families on an ongoing basis. Alternatives to suspension		
1.7	Special Education	Special Education Teachers and support General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Progress monitoring	$405,884.00	No
1.8	Professional Development	Professional development to support social emotional learning, academics and safety.	$60,146.00	No
1.9	Facilities	Routine facilities maintenance Summer facilities projects		No

Action #	Title	Description	Total Funds	Contributing
1.10	Multi-tiered System of Support	Certificated instructor and paraprofessionals to assess, diagnose and provide targeted instruction to students in small group to help close the achievement gap in reading and to assist with our goal that 95% of students will be reading on grade level by the end of third grade. Each site will provide quality intervention programs Tier 1, 2, and 3. Teachers will progress monitor students and differentiate instruction based on need. Library Support Monitor California Assessment for Student Progress and Performance (CAASPP) results annually for continual improvement by grade level. Review results with Governing Board, staff, and School Site Council. Progress Monitoring software-to assist with documenting progress of students receiving intervention based on national normed tests. Certificated staff will communicate weekly with administration in the form of Professional Learning Community notes. These notes will document discussions primarily about the answers to at least one of these questions: What do we want students to learn? How will we know if they did? What are we going to do if they don't? Supplemental materials Books and supplies Progress monitor students to identify current needs. Adjust instruction based on identified needs. Positive Behavior Intervention and Supports-Identify areas of focus based on data and team input. IT Support for instruction (SUHSD contract)	$522,820.00	Yes
1.11	Saturday School or After School for Make-Up Intervention	Saturday School and After School make-up intervention-providing more time and opportunity for students to increase work completion Independent Study Contracts to students who are missing school for more than 3 days at a time Small group instruction through high dose tutoring		Yes

Action #	Title	Description	Total Funds	Contributing
		Districtwide expectation that students will complete ALL work when they have missed school		
1.12	Curriculum & Instruction	Adoption of curriculum based on state framework adoptions and curriculum recommendations Pilot programs based on cycle Books and supplies Supplemental curriculum and instructional resources	$78,356.00	No
1.13	Parent Engagement	Parents 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 Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTO Parent outreach includes weekly outreach by principal and staff through Parent Square, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home. Facilitate family engagement events All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education. Recruit more Parent Club members Provide food and childcare for parents at school events to increase family engagement. Final Site	$4,900.00	Yes
1.14	Broad Course of Study	Physical Education Visual and Performing Arts Electives-books & supplies	$49,039.00	No

Action #	Title	Description	Total Funds	Contributing
		Electives-Band, PE, Science Technology Engineering and Mathematics (STEM), College Career, and intervention class based on identified area of need Field trip entrance fees/transportation Athletics		
1.15	Transportation	Purchase a 84 passenger diesel bus.	$320,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the spring of 2025, all students in the Community Day School and District Program will be provided differentiated instruction to make at least one years growth in mathematics and English language arts annually as measured by the metrics listed below.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Community Day School and District Level program qualified for equity multiplier funding. The 2022-2023 data shows that we have 3 students enrolled in the program. All students are considered low income and 6.7% have been suspended at least one day. We don't show any student groups in red and the performance indicators do not show a performance indicator color due to privacy concerns. The district programs show red performance indicators in English language arts for English learners (87.6 points below standard) and Hispanic students (82.6 points below standard). The English Learner Progress Indicator is in the red performance level and shows 34.1% making progress towards English proficiency. The Chronic Absenteeism Indicator indicates the homeless (44.4% chronically absent), low income (19.2% chronically absent) and students with disabilities (20.8% chronically absent)student groups are in the red performance groups. The Suspension Rate Indicator indicates low income (8.8% suspended at least one day), white (10.2% suspended at least one day) and two or more races (10.2% suspended at least one day) student groups in the red performance level.

We do not have a concern for teacher credentialing in these programs. Due the high numbers of students who come and go from these programs, we will differentiate their instruction based on local assessment data and identified need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate Indicator	2022-2023 CA School Dashboard No performance level due to limited number of students 6.7% suspended at least one day Declined 13.3% Number of Students: 15			CA School Dashboard Blue performance level Less than 1% suspended at least one day	
2.2	CAASPP English Language Arts	2022-2023 CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy			CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy	
2.3	CAASPP Mathematics	2022-2023 CA School Dashboard CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy			CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy	
2.4	Credentialing	District Program-100% appropriately credentialed Community Day School-100% appropriately credentialed			100% of staff are appropriately credentialed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English language arts	Community Day School Teacher Instructional aide to support small groups English language arts interventions-SIPPS instruction daily-pre and post tests with SIPPS and California Reading Literature Project (CRLP) assessments. Staff will review each week to determine individual student needs. Reading curriculum to support students that struggle with literacy Supplemental instructional materials Heggerty Phonemic Awareness reading strategies daily Daily writing instruction	$156,022.00	No

Action #	Title	Description	Total Funds	Contributing
		Getting Reading Right professional development through the Shasta County Office of Education Small group instruction to increase phonics, fluency, comprehension, spelling, writing Target students who are below grade level in English language arts		
2.2	Mathematics	Community Day School Teacher Mathematics interventions- Small group instruction with differentiated instruction. Assessments-Staff will review each week to determine individual student needs. Math curriculum Supplemental instructional materials Mathematics strategies daily Daily fact fluency games Math engagement strategies Small group instruction to increase fact fluency, problem solving, and concepts to bring students to up to grade level		No
2.3	Alternatives to suspension	Behaviorist 6 hours Bus Aide 1 hr Supplies Contract Services-Mountain Valley JPA or SCOE for Behavior Coach, Psych, other.) Indirect Refocus room and reflection forms Restorative justice projects Restorative chats Structured day After school refocus time/make up Positive Behavior intervention and Supports Matrix Incentive activities for positive behavior Check in/check out system Mentor from another student or adult	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Counselor		
2.4	Teacher Credentialing	Administration will work with the union to ensure there is consistent staff in these programs.		No
2.5	Counseling	ERMHS counselor will be 1 day/week BCBA will be 2 days/month		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$911964	$

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
19.167%	10.999%	$522,074.31	30.166%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Red performance student groups Suspension **Need:** Red performance student groups: Two or more races, low income, students with disabilities, and white students are being suspended at higher rates than all students. We have a high suspension rate with all of our	We will provide alternatives to suspension and problem solving strategies for students districtwide	Suspension rates Local Indicator Report-student survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with the exception of our Asian and Homeless students. There is a hire rate of suspensions at Happy Valley Elementary School vs the Primary School. **Scope:** LEA-wide		
1.4	**Action:** Red performance student groups English Learners & Hispanic **Need:** English Learners & Hispanic students are in red performance indicator on the CA School Dashboard 39% ELs who decreased at least one ELPI level **Scope:** Schoolwide	District wide support for English Learners and Hispanic students. Strategies will support good teaching practices.	CAASPP English language arts English Learner Proficiency Indicator English Learner Reclassification
1.5	**Action:** School Counselor and School Psychologist **Need:** Reduce suspensions and provide students with problem solving skills and character development. Provide students with strategies to regulate emotions and mend relationships. **Scope:**	This service will be provided districtwide to support students' social and emotional needs in order to be able to learn.	Suspension Indicator Local Indicator Report-Student survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Foster Youth Services/Homeless Youth Services **Need:** Foster Youth and Homeless Youth supports **Scope:** LEA-wide	Districtwide support for students who are in foster care or are experiencing homelessness	CAASPP English language arts CAASPP math Local Indicator Report-Student and parent survey feedback
1.10	**Action:** Multi-tiered System of Support **Need:** Students who are not meeting grade level standards **Scope:** LEA-wide	Increase student achievement in math and English language arts	CAASPP English language arts CAASPP mathematics
1.11	**Action:** Saturday School or After School for Make-Up Intervention **Need:** Students who are chronically absent or need to make up work **Scope:** LEA-wide	80% of our students are not at grade level in math, English language arts, and science. Students need to make up work when missing school	CAASPP English language arts CAASPP mathematics California Science Test Chronic absenteeism rate indicator
1.13	**Action:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent Engagement **Need:** **Scope:** LEA-wide		
1.15	**Action:** Transportation **Need:** Transport students to and from school as well as to field trips and extra-curricular activities **Scope:** LEA-wide	Provides students transportation to and from school and outside school events. This will increase attendance which in turn will increase academics and provide students with outside school opportunities that they may not have access to.	Chronic absenteeism CAASPP English language arts CAASPP mathematics

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	English language proficiency indicator English language reclassification rate CAASPP English language arts CAASPP mathematics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Increase language proficiency English Learner Progress Only 34.1% English learners making progress towards English language proficiency District CAASPP English Language Arts English learners 87.6 points below standard Hispanic students 82.6 points below standard Happy Valley Elementary School CAASPP English Language Arts English learner students 116.1 points below standard Hispanic students 95.7 points below standard CAASPP Mathematics English learner students 110.2 points below standard **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4758052	911964	19.167%	10.999%	30.166%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,210,156.00	$206,917.00	$404,658.00	$218,455.00	$2,040,186.00	$1,367,909.00	$672,277.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$31,464.00	$7,056.00	$8,271.00			$30,249.00	$38,520.00	
1	1.2	Red performance student groups Suspension	Low Income	Yes	LEA-wide	Low Income		2024-2025	$71,096.00	$400.00	$19,238.00			$52,258.00	$71,496.00	
1	1.3	Red performance student groups Chronic Absenteeism	All Students with Disabilities Homeless, Low Income, Hispanic, and White	No			All Schools	2024-2025	$77,639.00	$8,002.00	$85,641.00				$85,641.00	
1	1.4	Red performance student groups English Learners & Hispanic	English Learners	Yes	School wide	English Learners	All Schools	2024-2025								
1	1.5	School Counselor and School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$93,360.00	$20,498.00	$87,700.00			$26,158.00	$113,858.00	
1	1.6	Foster Youth Services/Homeless Youth Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	On-going	$31,639.00	$1,865.00	$31,789.00			$1,715.00	$33,504.00	
1	1.7	Special Education	Students with Disabilities	No			All Schools	On-going	$405,884.00	$0.00	$1,226.00		$404,658.00		$405,884.00	
1	1.8	Professional Development	All	No			All Schools	On-going	$4,021.00	$56,125.00	$25,671.00			$34,475.00	$60,146.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Facilities	All	No			All Schools	On-going								
1	1.10	Multi-tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$415,539.00	$107,281.00	$387,081.00	$106,917.00		$28,822.00	$522,820.00	
1	1.11	Saturday School or After School for Make-Up Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going								
1	1.12	Curriculum & Instruction	All	No			All Schools	On-going	$0.00	$78,356.00	$33,578.00			$44,778.00	$78,356.00	
1	1.13	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$0.00	$4,900.00	$4,900.00				$4,900.00	
1	1.14	Broad Course of Study	All	No			All Schools	On-going	$41,070.00	$7,969.00	$49,039.00				$49,039.00	
1	1.15	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2025	$0.00	$320,000.00	$320,000.00				$320,000.00	
2	2.1	English language arts	All Students who are below grade level in English language arts	No			Specific Schools: Community Day School & District Program	2024-2025	$150,611.00	$5,411.00	$156,022.00				$156,022.00	
2	2.2	Mathematics	All Students are below grade level in mathematics	No			Specific Schools: Community Day School and District Program	2024-2025								
2	2.3	Alternatives to suspension	All	No			Specific Schools: Community Day School and District Programs	2024-2025	$45,586.00	$54,414.00		$100,000.00			$100,000.00	
2	2.4	Teacher Credentialing	All	No			Specific Schools:	2024-2025								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Community Day School and District Programs									
2	**2.5**	Counseling	All	No			All Schools	On-going								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4758052	911964	19.167%	10.999%	30.166%	$858,979.00	0.000%	18.053 %	**Total:**	$858,979.00
								LEA-wide Total:	$850,708.00
								Limited Total:	$8,271.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Red Performance Student Groups English Learners & Long Term English Learners Hispanic Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,271.00	
1	**1.2**	Red performance student groups Suspension	Yes	LEA-wide	Low Income		$19,238.00	
1	**1.4**	Red performance student groups English Learners & Hispanic	Yes	Schoolwide	English Learners	All Schools		
1	**1.5**	School Counselor and School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,700.00	
1	**1.6**	Foster Youth Services/Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools	$31,789.00	
1	**1.10**	Multi-tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,081.00	

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	1.11	Saturday School or After School for Make-Up Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.13	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,900.00	
1	1.15	Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	$320,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,615,381.00	$4,846,615.00

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	$1,936,102.00	2192060
1	**1.2**	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	Yes	$933,572.00	590445
1	**1.3**	Professional Development by Specific Design	No	$107,946.00	64296
1	**1.4**	English Learner Services	Yes	$19,938.00	84557
1	**1.5**	Communication/Sense of Belonging	No	$20,350.00	59775
1	**1.6**	College Career Readiness	No	$469.00	469
1	**1.7**	Foster Youth and Homeless Youth Services	Yes	$4,000.00	6242
1	**1.8**	Curriculum, Assessment, & Instruction	No	$0.00	0
1	**1.9**	Special Education Student Services	No	$490,099.00	841875
1	**1.10**	Literacy Program Grant	No	$76,716.00	58815
2	**2.1**	Multi-Tiered System of Support	No	$94,395.00	92700

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/Student Engagement	No	$103,344.00	84332
2	2.3	Data Analysis and Screening Protocols	No	$0.00	0
2	2.4	Community Day School	Yes	$163,262.00	144156
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	$171,738.00	158315
3	3.1	Family Engagement-Connect to the educational environment	No	$0.00	0
3	3.2	Target Chronically Absent Students--SART/SARB	No	$80,708.00	77864
3	3.3	Facilities	No	$297,579.00	280619
3	3.4	School Safety	No	$25,000.00	20000
3	3.5	Safety & Sense of Belonging	No	$90,163.00	90095
3	3.6	Native American Student Support	No	$0.00	0
3	3.7	Professional Development	No	$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
963020	$906,743.00	$825,410.00	$81,333.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	Yes	$742,653.00	590455		
1	1.4	English Learner Services	Yes	$678.00	84557		
1	1.7	Foster Youth and Homeless Youth Services	Yes	$150.00	6242		
2	2.4	Community Day School	Yes	$163,262.00	144156		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4746473	963020	8.1	28.389%	$825,410.00	0.000%	17.390%	$522,074.31	10.999%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

2024-25 ADOPTED BUDGET

Presented to the Board of Trustees
June 25, 2024



Community focused education involving every person, every child, every day.

2023-24 SECOND INTERIM COMPARED TO THIRD ESTIMATES

June 25, 2024

Happy Valley Union Elementary School District

The 2023-24 Second Interim Budget was updated with more current information. Following is the recap of the changes.

TOTAL INCOME INCREASED $204,778

- LCFF was increased $4,656 which is the net of a prior year adjustment of ($30,788) and this years P-2 ADA being 2.94 higher than budgeted.
- Federal income was increased $8,025, which is mainly the Federal portion of Special Ed.
- State income was increased $91,959
    - $100,000 for LCFF Equity Multiplier for CDS
    - $15,080 for Special Ed Pre-K
    - ($20,152) for STRS on Behalf
- Other Local income increased $100,138; $39,750 for CEI and $57,171 for Special Ed subsidies - $43,894 of it was approved in May by the SELPA for Extraordinary Costs .

TOTAL EXPENDITURES DECREASED $52,238

- Certificated salaries decreased $1,391.
- Classified salaries increased $362.
- Employee benefits decreased $16,927 due to the change in STRS on Behalf.
- Books and supplies decreased $72,036 which is mainly due to analyzing student needs.
- Services and Other Operating decreased $33,827; which is mainly in electricity and communications.
- Capital Outlay increased $71,581 which is mainly the ELOP playground equipment.

OTHER FUNDS: Income was reduced in the Capital Facilities Fund due to a slowdown in new construction, it went from $14,000 at Second Interim to ($7,000) due to a refund request and not having collected any fees this school year. (Note: $7,011 has been collected since, which is not reflected in this revision.)

2023-24 THIRD INTERIM
6/25/2024
Happy Valley Union Elementary School District

		2023-24 Interim Second			2023-24 Third Interim			Change		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	**Object**									
LCFF Revenue Sources	8010 - 8099	6,253,857	0	6,253,857	6,258,513	0	6,258,513	4,656	0	4,656
Federal Revenues	8100 - 8299	9,618	933,164	942,782	9,618	941,189	950,807	0	8,025	8,025
Other State Revenues	8300 - 8599	103,310	877,236	980,546	103,310	969,195	1,072,505	0	91,959	91,959
Other Local Revenues	8600 - 8799	91,283	485,438	576,721	133,193	543,666	676,859	41,910	58,228	100,138
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(1,360,054)	1,360,054	0	(1,618,581)	1,618,581	0	(258,527)	258,527	0
TOTAL REVENUES		**5,098,014**	**3,655,892**	**8,753,906**	**4,886,053**	**4,072,631**	**8,958,684**	**(211,961)**	**416,739**	**204,778**
EXPENDITURES	**Object**									
Certificated Salaries	1000 - 1999	1,764,969	776,406	2,541,375	1,762,990	776,994	2,539,984	(1,979)	588	(1,391)
Classified Salaries	2000 - 2999	956,853	491,513	1,448,366	925,879	522,849	1,448,728	(30,974)	31,336	362
Employee Benefits	3000 - 3999	1,128,743	726,003	1,854,746	1,120,425	717,394	1,837,819	(8,318)	(8,609)	(16,927)
Books and Supplies	4000 - 4999	279,675	472,704	752,379	229,312	451,031	680,343	(50,363)	(21,673)	(72,036)
Services, Other Operating Expens	5000 - 5999	861,129	1,177,684	2,038,813	493,507	1,511,479	2,004,986	(367,622)	333,795	(33,827)
Capital Outlay	6000 - 6599	644,247	440,131	1,084,378	649,247	506,712	1,155,959	5,000	66,581	71,581
Other Outgo	7100 - 7499	191,450	39,824	231,274	191,450	39,824	231,274	0	0	0
Direct Support / Indirect Costs	7300 - 7399	(60,428)	60,428	0	(99,300)	99,300	0	(38,872)	38,872	0
Interfund Transfers Out	7610 - 7629	886	0	886	886	0	886	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		**5,767,524**	**4,184,693**	**9,952,217**	**5,274,396**	**4,625,583**	**9,899,979**	**(493,128)**	**440,890**	**(52,238)**
NET INCREASE/DECREASE IN FUND BALANCE		(669,510)	(528,801)	(1,198,311)	(388,343)	(552,952)	(941,295)	281,167	(24,151)	257,016
BEGINNING BALANCE		**2,274,520**	**2,084,021**	**4,358,541**	**2,274,510**	**2,084,021**	**4,358,531**	**(10)**	**0**	**(10)**
Audit Adjustment		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	**0**
ENDING BALANCE		**1,605,010**	**1,555,220**	**3,160,230**	**1,886,167**	**1,531,069**	**3,417,236**	**281,157**	**(24,151)**	**257,006**
Components of Ending Fund Balance										
Reserved Rev Cash/GAINS/Stores		20,719	-	20,719	20,719	-	20,719	0	0	-
Economic Uncertainty		497,611	-	497,611	495,136	-	495,136	(2,475)	0	(2,475)
Board Designated/Assigned		1,086,680	-	1,086,680	1,370,312	-	1,370,312	283,632	0	283,632
Restricted		-	1,555,220	1,555,220	-	1,531,069	1,531,069	0	(24,151)	(24,151)
Undesignated		-	-	-	-	-	-	0	0	-
Total Ending Fund Balance		1,605,010	1,555,220	3,160,230	1,886,167	1,531,069	3,417,236	281,157	(24,151)	257,006
	% EUR to Expenditures (Unrestricted)			**15.92%**			**18.84%**			
	Total Reserves			31.55%			34.31%			
EUR=Econ Uncert,Undesign, Bd Design		1,584,291	-	1,584,291	1,865,448	-	1,865,448	281,157	-	281,157
Change				N/A				0		
		0								
Funded LCFF ADA		468.51			471.50			2.99		

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
ENDING BALANCE
2023-24 SECOND INTERIM COMPARED TO THIRD INTERIM
June 25, 2024

Components of the Ending Fund Balance	2023-24 Second Interim			2023-24 Third Interim			Change From Second Interim		
Non-Spendable									
Revolving Cash/Prepaids	***20,719***		***20,719***	***20,719***		***20,719***	***0***		***0***
Assigned									
Unrestricted Lottery	129,546		129,546	144,396		144,396	14,850		14,850
Deferred Maintenance	100,000		100,000	100,000		100,000	0		0
CEI-Local Grant	18,224		18,224	49,515		49,515	31,291		31,291
LCAP-Supplemental	612,110		612,110	682,283		682,283	70,173		70,173
LCAP-Concentration	3,345		3,345	3,345		3,345	0		0
Primary Library Fundraising	1,900		1,900	1,900		1,900	0		0
Primary Fundraising	2,604		2,604	2,604		2,604	0		0
Elementary Library Fundraising	1,691		1,691	1,691		1,691	0		0
Elementary Fundraising	779		779	779		779	0		0
Special Education	50,000		50,000	50,000		50,000	0		0
Technology	50,000		50,000	50,000		50,000	0		0
Ecology Camp fm 19/20	0		0	0		0	0		0
Independent Study Audit	25,000		25,000	25,000		25,000	0		0
Declining Enrollment and District EUR	91,481		91,481	258,799		258,799	167,318		167,318
Sub-Total	***1,086,680***	***0***	***1,086,680***	***1,370,312***	***0***	***1,370,312***	***283,632***	***0***	***283,632***
Legally Restricted									
Ca Clean Energy		5,421	5,421		5,421	5,421		0	0
Medi-Cal		904	904		764	764		-140	-140
Pre-K Spec Ed Intervention		0	0		0	0		0	0
Exp Learning Opp (ELOP)		306,764	306,764		152,384	152,384		-154,380	-154,380
LCFF Equity Multiplier		0	0		100,000	100,000		100,000	100,000
Rstricted Lottery		97,927	97,927		110,434	110,434		12,507	12,507
MAA		7,941	7,941		7,941	7,941		0	0
Educators Effectiven		40,123	40,123		41,806	41,806		1,683	1,683
Kitchen Infrastructure Grant		90,357	90,357		136,746	136,746		46,389	46,389
Food Service Training Grant		0	0		0	0		0	0
Food Service Grant		0	0		0	0		0	0
Literacy & Reading Grant		382,310	382,310		396,791	396,791		14,481	14,481
Learning Recovery Grant-Local Res		372,201	372,201		317,510	317,510		-54,691	-54,691
Prop 28-AMS		79,636	79,636		79,636	79,636		0	0
Art, Music & Instl Material Grant		171,636	171,636		181,636	181,636		10,000	10,000
Sub-Total	***0***	***1,555,220***	***1,555,220***	***0***	***1,531,069***	***1,531,069***	***0***	***-24,151***	***-24,151***
Unassigned									
State EUR - 5%	497,611		497,611	495,136		495,136	-2,475		-2,475
District EUR	0		0	0		0	0		0
Sub-Total	***497,611***	***0***	***497,611***	***495,136***	***0***	***495,136***	***-2,475***	***0***	***-2,475***
Need to cut to make 5% SEU			**0.00**	**0.00**		**0.00**	**0.00**		**0.00**
ENDING FUND BALANCE	1,605,010	1,555,220	3,160,230	1,886,167	1,531,069	3,417,236	281,157	-24,151	257,006

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
2024-25 ADOPTED BUDGET ASSUMPTIONS
JUNE 28, 2024

The annual budget is a planning document which translates educational policy into sound instructional programs through the allocation of financial resources. The quality of learning programs and practices is directly related to the funding provided and the effective, efficient management of those funds.

This Budget Adoption document reflects expected revenues and planned expenditures for the 2024-2025 school year. The adoption of the 2024-25 Preliminary Budget is required by June 30, 2024. This is in accordance with state prescribed procedures for single budget adoption, which requires that the budget be adopted and submitted to the County Office of Education on state required forms by June 30th.

The Preliminary Budget is presented based on the Governor's May Revise where he revised his economic projections for next year.

The following outlines the changes between the Preliminary Budget and 2023-24 Revised Budget.

REVENUES

Total General Fund Revenues are projected to be $8,354,057; a decrease of $604,627 from 2023-24.

The LCFF COLA for this and the two subsequent years is based on a 0% COLA. The District funded ADA is projected at 472.6, which is 1.1 ADA more than 2023-24 budgeted ADA. It is based on prior year and the increase is due to NPS and CDS annual projections, which are higher next year. The unduplicated pupil percentage is 68%, which is 3.19% higher than last year. The LCFF funded dollars are projected at $6,441,473; which is an increase of $182,960. The increase is due to the 1.1 higher ADA, the higher UPP-which makes up most of the increase, and removing the 2023-24 prior year adjustment of ($31,617).

Federal Revenue is projected to be $375,451; a decrease of $575,356. This decrease is due to CARES/ESSER Funding sources being depleted in 2023-24.

Other State Revenue is projected at $984,553; a decrease of $87,952. The decrease is due to one-time revenues taken out, the UPK Planning Grant was $89,128 last year.

Other Local Revenue is projected to be $552,580; a decrease of $124,279, which is mainly consists of a reduction of $25,000 in interest, $39,750 in local CEI funding and $47,000 in Special Ed. We were approved for a $43,000 extra ordinary cost reimbursement by the SELPA in May for 23-24 which was removed for the Adopted Budget.

EXPENDITURES

Total General Fund Expenditures are projected to be $9,024,662; a decrease of $875,327.

Certificated salaries are projected at $2,410,805; a decrease of $129,179. The decrease is due to reducing 1.0 teacher FTE, 1.0 counselor FTE, 1.0 administrator FTE (this won't be fully realized until next year. 3% was added to the salary schedule for a cost of $63,492, along with step/column costs.

Classified salaries are projected at $1,414,609; a decrease of $34,119. The change is a result of adding step/column, budgeting for an aide vacancy. Adding a 6-hour behavior tech and 1-hour bus aide for Community Day School with the new LCFF Equity Multiplier. A 3% salary increase for a cost of $36,360 was added. Confidential and management was reduced by 1.375 FTE's and the CBO mentor was eliminated which was a total savings of approximately $138,000.

Employee benefits are projected at $1,795,631; a decrease of $42,188 due to the changes in salaries above and PERS going from 26.68% to 27.05% and STRS on behalf going up $9,216.

Books and supplies are budgeted at $544,255; a decrease of $135,060. The reductions mainly consist of UPK Planning Grant ($52,983), ELOP ($37,823), Textbook adoptions ($25,000) and ($10,000) in other curriculum.

Services and other operating expenses are projected to be $2,232,143; an increase of $226,119. The increase is mainly due to contracting out business services, $67,000; services from MVJPA for Community Day School Equity Multiplier, $48,860; music teacher contract with AUHSD, $58,361; an increase in special ed costs with MVJPA, $114,000 and a reduction in ELOP for a prior year summer invoice from SCOE for ($31,433).

Capital Outlay is projected to be $543,015; a decrease of $612,944. This year's budget consists of $320,000 for a new bus, $111,746 for cafeteria equipment, $20,000 for ELOP, $66,000 for maintenance and $25,269 for the final payment to Indoor Environmental Services.

Other Outgo is $151,704; a decrease of $79,570, due to one bus and the bus barn being paid off.

Transfers Out is 0 for the cafeteria encroachment. This is $886 less than 2023-24.

Contributions to Restricted Programs the District is projecting to contribute $1,393,701.

The Beginning Balance is estimated at $3,417,236.

The Ending Balance is projected to be $2,679,131; a decrease of $738,105; $99,201 in unrestricted and $638,904 in restricted.

SUMMARY

The District Preliminary Budget is projecting a deficit of $738,105; expenditures exceed revenues by this amount. The deficit is mainly due to one-time expenditures. There are many unpredictable factors that could impact the budget. Although the May Revision did not cut school funding, we don't know yet how the final State budget will impact school districts. Because of this and the state revenue shortfalls, no COLA has been added to revenues in the 2024-25 Adopted Budget or the two subsequent years. The district will closely monitor the revenues and assess its' priorities over the next months and year. The district based the budget on assumptions, the best information available at the time the budget was prepared. This budget should be considered a "financial snapshot" on the date it is approved by the Board of Trustees.

OTHER FUNDS

Student Body Fund-Form 08: The beginning balance is budgeted at $36,183 and the ending balance is $35,183.

Cafeteria Fund-Form 13: The beginning balances is budgeted at $150,560 and the projected ending balance is $86,375. There is no contribution from the General Fund projected. The ending fund balance decrease is a result of using one-time grants.

Deferred Maintenance Fund-Form14: The beginning balance is $434 and the ending balance is $444.

Special Reserve Post Employee Benefits Fund-Form 20: The beginning balance is budgeted at $163,336 and it is projected to end the year with $165,336. No transfers in or out are budgeted at this time.

Capital Building Bond Fund-Form 21: The beginning balance is $40 and the ending balance is $41.

Capital Facilities (Developer Fee) Fund-Form 25: The beginning balance is $179,127 and the ending balance is projected to be $184,267.

County School Facilities Fund-Form 35: This fund is for the new TK/K classrooms. The beginning balance is projected at $695,915 and the ending balance is $400,915.

Special Reserve for Capital Projects-Form 40: The beginning and ending balances are $19.

Bond Interest & Redemption Fund-Form 51: The beginning balance for fund 51 is $289,130 and the ending balance is projected at $265,487.

Bond Interest & Redemption Fund-Form 52: The beginning balance for fund 52 is $108,172 and the ending balance is projected at $72,988.

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
MULTI-YEAR PROJECTION ASSUMPTIONS
JUNE 28, 2024

2025-26

INCOME: $8,269,324

The LCFF is $6,382,027 based on a **funded** three prior year ADA average of 466.55. 0% COLA and 68.54% for unduplicated count was used in calculation. These assumptions resulted in a funding decrease of $59,446.

Federal income decreased $1,480.

State income decreased $2,807.

Local income decreased $21,000, which is mainly interest.

Total Income was reduced $84,733 in 2025-26.

EXPENDITURES: $8,560,534

Certificated salaries were decreased $55,169. Step/column was added for $31,877 and $87,146 was reduced for administration. No salary COLA has been budgeted.

Classified salaries were increased $32,699 for Step/column. No salary COLA has been budgeted.

Total benefits increased $3,117 due to the changes above and PERS going from 27.05% to 27.6%.

Total Books and Supplies were increased by $13,720, which is mostly for inflation.

Services and Operating expenses decreased $55,500, which is a combination of a savings on an interpreter and increases for inflation.

Capital Outlay was reduced $483,015 which was the bus ($320,000), energy project ($25,269), ELOP ($20,000) and Kitchen Grant ($111,746).

Other Outgo increased $2,520 for the Energy Loan payment.

Interfund Transfers Out – Increased $10,000 for Cafeteria Fund.

Total expenditures decreased $531,628 in 2025-26.

The District is projecting a deficit of $291,210 in 2025-26.

The Ending Balance is $2,387,921; the Economic Uncertainty is 5%.

2026-27

INCOME: $8,122,443

The LCFF is $6,248,900 based on a three prior years ADA average of 460.59. 0% COLA and 67.24% for unduplicated count. Decreased LCFF funding is projected to be $133,127.

Federal funding was increased $573 for Title I.

State funding increased $673 in lottery due to increased ADA.

Local funding decreased $15,000 which is mainly interest.

Total income decreased $146,881 in 2026-27.

EXPENDITURES: $8,692,744

Certificated salaries increased $40,496 for step/column.

Classified salaries increased $32,676 for step/column.

Total benefits increased $26,486 due to the salary increases above and the PERS rate going from 27.6% to 28.0%.

Books and Supplies were decreased by $15,361; staff PC replacements were taken out ($26,000) and 2% was added for inflation.

Services and Operating expenses increased $43,533 for inflation.

Capital Outlay was reduced $10,000.

Other Outgo was increased $4,380 for the energy loan payment.

Transfers out increased $10,000 for the Cafeteria Fund.

Total Expenditures increased $132,210 in 2026-27.

The District is projecting a deficit of $570,301.

The Ending Balance is projected to be $1,817,620 with the Economic Uncertainty at 5%.

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
BOARD ACTION
JUNE 28, 2024

The District Board of Education shall certify that the Adopted Budget was developed using the state-adopted Criteria and Standards. It includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties.

In certifying the 2024-2025 Budget Adoption Report, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

ACTION REQUESTED:

It is recommended that the Board certify the 2024-25 Budget Adoption Report.

2024-25 ADOPTED BUDGET
6/28/2024
Happy Valley Union Elementary School District

		2023-24 Third Interim			2024-25 Adopted			Change		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	**Object**									
LCFF Revenue Sources	8010 - 8099	6,258,513	0	6,258,513	6,441,473	0	6,441,473	182,960	0	182,960
Federal Revenues	8100 - 8299	9,618	941,189	950,807	9,000	366,451	375,451	(618)	(574,738)	(575,356)
Other State Revenues	8300 - 8599	103,310	969,195	1,072,505	102,432	882,121	984,553	(878)	(87,074)	(87,952)
Other Local Revenues	8600 - 8799	133,193	543,666	676,859	61,422	491,158	552,580	(71,771)	(52,508)	(124,279)
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(1,618,581)	1,618,581	0	(1,393,701)	1,393,701	0	224,880	(224,880)	0
TOTAL REVENUES		**4,886,053**	**4,072,631**	**8,958,684**	**5,220,626**	**3,133,431**	**8,354,057**	**334,573**	**(939,200)**	**(604,627)**
EXPENDITURES	**Object**									
Certificated Salaries	1000 - 1999	1,762,990	776,994	2,539,984	1,721,087	689,718	2,410,805	(41,903)	(87,276)	(129,179)
Classified Salaries	2000 - 2999	925,879	522,849	1,448,728	887,979	526,630	1,414,609	(37,900)	3,781	(34,119)
Employee Benefits	3000 - 3999	1,120,425	717,394	1,837,819	1,091,892	703,739	1,795,631	(28,533)	(13,655)	(42,188)
Books and Supplies	4000 - 4999	229,312	451,031	680,343	268,599	275,656	544,255	39,287	(175,375)	(136,088)
Services, Other Operating Expens	5000 - 5999	493,507	1,511,479	2,004,986	978,099	1,254,044	2,232,143	484,592	(257,435)	227,157
Capital Outlay	6000 - 6599	649,247	506,712	1,155,959	339,848	203,167	543,015	(309,399)	(303,545)	(612,944)
Other Outgo	7100 - 7499	191,450	39,824	231,274	88,523	63,181	151,704	(102,927)	23,357	(79,570)
Direct Support / Indirect Costs	7300 - 7399	(99,300)	99,300	0	(56,200)	56,200	0	43,100	(43,100)	0
Interfund Transfers Out	7610 - 7629	886	0	886	0	0	0	(886)	0	(886)
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		**5,274,396**	**4,625,583**	**9,899,979**	**5,319,827**	**3,772,335**	**9,092,162**	**45,431**	**(853,248)**	**(807,817)**
NET INCREASE/DECREASE IN FUND BALANCE		(388,343)	(552,952)	(941,295)	(99,201)	(638,904)	(738,105)	289,142	(85,952)	203,190
BEGINNING BALANCE		**2,274,510**	**2,084,021**	**4,358,531**	**1,886,167**	**1,531,069**	**3,417,236**	**(388,343)**	**(552,952)**	**(941,295)**
Audit Adjustment		**0**	**0**	**0**	**0**	**0**	**0**	0	**0**	**0**
ENDING BALANCE		**1,886,167**	**1,531,069**	**3,417,236**	**1,786,966**	**892,165**	**2,679,131**	**(99,201)**	**(638,904)**	**(738,105)**
Components of Ending Fund Balance										
Reserved Rev Cash/GAINS/Stores		20,719	-	20,719	20,719	-	20,719	0	0	-
Economic Uncertainty		495,136	-	495,136	455,000	-	455,000	(40,136)	0	(40,136)
Board Designated/Assigned		1,370,312	-	1,370,312	1,311,247	-	1,311,247	(59,065)	0	(59,065)
Restricted		-	1,531,069	1,531,069	-	892,165	892,165	0	(638,904)	(638,904)
Undesignated		-	-	-	-	-	-	0	0	-
Total Ending Fund Balance		1,886,167	1,531,069	3,417,236	1,786,966	892,165	2,679,131	(99,201)	(638,904)	(738,105)
	% EUR to Expenditures (Unrestricted)			**18.84%**			**19.43%**			
	Total Reserves			34.31%			29.24%			
EUR=Econ Uncert,Undesign, Bd Design		1,865,448	-	1,865,448	1,766,247	-	1,766,247	(99,201)	-	(99,201)
Change				N/A				0		
Funded LCFF ADA		471.5			472.60			1.10		

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT
ENDING BALANCE
2024-25 ADOPTED BUDGET COMPARED TO 2023-24 THIRD INTERIM
June 28, 2024

Components of the Ending Fund Balance	2023-24 Third Interim			2024-25 Adopted Budget			Change From Last Year		
Non-Spendable									
Revolving Cash/Prepaids	***20,719***		***20,719***	***20,719***		***20,719***	***0***		***0***
Assigned									
Unrestricted Lottery	144,396		144,396	122,167		122,167	-22,229		-22,229
Deferred Maintenance	100,000		100,000	100,000		100,000	0		0
CEI-Local Grant	49,515		49,515	0		0	-49,515		-49,515
LCAP-Supplemental	682,283		682,283	567,541		567,541	-114,742		-114,742
LCAP-Concentration	3,345		3,345	8,493		8,493	5,148		5,148
Savings from Local LRBG for 25-26	0		0	317,510		317,510	317,510		317,510
Primary Library Fundraising	1,900		1,900	0		0	-1,900		-1,900
Primary Fundraising	2,604		2,604	0		0	-2,604		-2,604
Elementary Library Fundraising	1,691		1,691	0		0	-1,691		-1,691
Elementary Fundraising	779		779	0		0	-779		-779
Special Education	50,000		50,000	50,000		50,000	0		0
Technology	50,000		50,000	50,000		50,000	0		0
Ecology Camp fm 19/20	0		0	0		0	0		0
Independent Study Audit	25,000		25,000	25,000		25,000	0		0
Declining Enrollment and District EUR	258,799		258,799	70,536		70,536	-188,263		-188,263
Sub-Total	***1,370,312***	***0***	***1,370,312***	***1,311,247***	***0***	***1,311,247***	***-59,065***	***0***	***-59,065***
Legally Restricted									
Ca Clean Energy		5,421	5,421		0	0		-5,421	-5,421
Medi-Cal		764	764		624	624		-140	-140
Pre-K Spec Ed Intervention		0	0		0	0		0	0
Exp Learning Opp (ELOP)		152,384	152,384		206,870	206,870		54,486	54,486
LCFF Equity Multiplier		100,000	100,000		100,000	100,000		0	0
Rstricted Lottery		110,434	110,434		109,411	109,411		-1,023	-1,023
MAA		7,941	7,941		1,941	1,941		-6,000	-6,000
Educators Effectiven		41,806	41,806		7,673	7,673		-34,133	-34,133
Kitchen Infrastructure Grant		136,746	136,746		0	0		-136,746	-136,746
Food Service Training Grant		0	0		0	0		0	0
Food Service Grant		0	0		0	0		0	0
Literacy & Reading Grant		396,791	396,791		282,374	282,374		-114,417	-114,417
Learning Recovery Grant-Local Res		317,510	317,510		0	0		-317,510	-317,510
Prop 28-AMS		79,636	79,636		79,636	79,636		0	0
Art, Music & Instl Material Grant		181,636	181,636		103,636	103,636		-78,000	-78,000
Sub-Total	***0***	***1,531,069***	***1,531,069***	***0***	***892,165***	***892,165***	***0***	***-638,904***	***-638,904***
Unassigned									
State EUR - 5%	495,136		495,136	455,000		455,000	-40,136		-40,136
District EUR	0		0	0		0	0		0
Sub-Total	***495,136***	***0***	***495,136***	***455,000***	***0***	***455,000***	***-40,136***	***0***	***-40,136***
Need to cut to make 5% SEU			**0.00**	**0.00**		**0.00**	**0.00**		**0.00**
ENDING FUND BALANCE	1,886,167	1,531,069	3,417,236	1,786,966	892,165	2,679,131	-99,201	-638,904	-738,105

2024-25 ADOPTED BUDGET MULTI-YEAR PROJECTIONS

6/28/2024

Happy Valley Union Elementary School District

		2024-25 Adopted Budget			2025-26 Projected			2026-27 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	6,441,473	0	6,441,473	6,382,027	0	6,382,027	6,248,900	0	6,248,900
Federal Revenues	8100 - 8299	9,000	366,451	375,451	8,550	365,421	373,971	8,123	366,421	374,544
Other State Revenues	8300 - 8599	102,432	882,121	984,553	100,201	881,545	981,746	101,450	880,969	982,419
Other Local Revenues	8600 - 8799	61,422	491,158	552,580	46,422	485,158	531,580	36,422	480,158	516,580
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(1,393,701)	1,393,701	0	(1,396,518)	1,396,518	0	(1,428,551)	1,428,551	0
TOTAL REVENUES		**5,220,626**	**3,133,431**	**8,354,057**	**5,140,682**	**3,128,642**	**8,269,324**	**4,966,344**	**3,156,099**	**8,122,443**
EXPENDITURES	**Object**									
Certificated Salaries	1000 - 1999	1,721,087	689,718	2,410,805	1,838,734	516,902	2,355,636	1,879,230	516,902	2,396,132
Classified Salaries	2000 - 2999	887,979	526,630	1,414,609	920,678	526,630	1,447,308	953,354	526,630	1,479,984
Employee Benefits	3000 - 3999	1,091,892	703,739	1,795,631	1,172,544	626,204	1,798,748	1,199,030	626,204	1,825,234
Books and Supplies	4000 - 4999	268,599	275,656	544,255	289,971	268,004	557,975	269,250	273,364	542,614
Services, Other Operating Expenses	5000 - 5999	978,099	1,254,044	2,232,143	994,099	1,182,544	2,176,643	1,015,922	1,204,254	2,220,176
Capital Outlay	6000 - 6599	339,848	203,167	543,015	0	60,000	60,000	0	50,000	50,000
Other Outgo	7100 - 7499	88,523	63,181	151,704	91,043	63,181	154,224	95,423	63,181	158,604
Direct Support / Indirect Costs	7300 - 7399	(56,200)	56,200	0	(56,200)	56,200	0	(56,200)	56,200	0
Interfund Transfers Out	7610 - 7629	0	0	0	10,000	0	10,000	20,000	0	20,000
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		**5,319,827**	**3,772,335**	**9,092,162**	**5,260,869**	**3,299,665**	**8,560,534**	**5,376,009**	**3,316,735**	**8,692,744**
NET INCREASE/DECREASE IN FUND BALANCE		(99,201)	(638,904)	(738,105)	(120,187)	(171,023)	(291,210)	(409,665)	(160,636)	(570,301)
BEGINNING BALANCE		**1,886,167**	**1,531,069**	**3,417,236**	**1,786,966**	**892,165**	**2,679,131**	**1,666,779**	**721,142**	**2,387,921**
Audit Adjustment		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE		**1,786,966**	**892,165**	**2,679,131**	**1,666,779**	**721,142**	**2,387,921**	**1,257,114**	**560,506**	**1,817,620**
Components of Ending Fund Balance										
Reserved Rev Cash/GAINS/Stores		20,719	-	20,719	20,719	-	20,719	20,719	-	20,719
Economic Uncertainty		455,000	-	455,000	428,028	-	428,028	434,638	-	434,638
Board Designated/Assigned		1,311,247	-	1,311,247	1,218,032	-	1,218,032	801,757	-	801,757
Restricted		-	892,165	892,165	-	721,142	721,142	-	560,506	560,506
Undesignated		-	-	-	-	-	-	-	-	-
Total Ending Fund Balance		1,786,966	892,165	2,679,131	1,666,779	721,142	2,387,921	1,257,114	560,506	1,817,620
	% EUR to Expenditures (Unrestricted)			**19.43%**			**19.23%**			**14.22%**
	Total Reserves			29.24%			27.65%			20.67%
EUR=Econ Uncert,Undesign, Bd Design		1,766,247	-	1,766,247	1,646,060	-	1,646,060	1,236,395	-	1,236,395
Change				N/A			(120,187)			(409,665)
Funded LCFF ADA		472.6			466.55			460.59		

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2023-24 Estimated Actuals	2024-25 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	G	G
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		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	

MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		
01CS	Criteria and Standards Review	GS	GS

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	6,258,513.00	0.00	6,258,513.00	6,441,473.00	0.00	6,441,473.00	2.9%
2) Federal Revenue		8100-8299	9,618.00	941,189.00	950,807.00	9,000.00	366,451.00	375,451.00	-60.5%
3) Other State Revenue		8300-8599	103,310.00	969,195.00	1,072,505.00	102,432.00	882,121.00	984,553.00	-8.2%
4) Other Local Revenue		8600-8799	133,193.00	543,666.00	676,859.00	61,422.00	491,158.00	552,580.00	-18.4%
5) TOTAL, REVENUES			6,504,634.00	2,454,050.00	8,958,684.00	6,614,327.00	1,739,730.00	8,354,057.00	-6.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,762,990.00	776,994.00	2,539,984.00	1,721,087.00	689,718.00	2,410,805.00	-5.1%
2) Classified Salaries		2000-2999	925,879.00	522,849.00	1,448,728.00	887,979.00	526,630.00	1,414,609.00	-2.4%
3) Employee Benefits		3000-3999	1,120,425.00	717,394.00	1,837,819.00	1,091,892.00	703,739.00	1,795,631.00	-2.3%
4) Books and Supplies		4000-4999	229,312.00	451,031.00	680,343.00	268,599.00	275,656.00	544,255.00	-20.0%
5) Services and Other Operating Expenditures		5000-5999	493,507.00	1,511,479.00	2,004,986.00	978,099.00	1,254,044.00	2,232,143.00	11.3%
6) Capital Outlay		6000-6999	649,247.00	506,712.00	1,155,959.00	339,848.00	203,167.00	543,015.00	-53.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	191,450.00	39,824.00	231,274.00	88,523.00	63,181.00	151,704.00	-34.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(99,300.00)	99,300.00	0.00	(56,200.00)	56,200.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,273,510.00	4,625,583.00	9,899,093.00	5,319,827.00	3,772,335.00	9,092,162.00	-8.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,231,124.00	(2,171,533.00)	(940,409.00)	1,294,500.00	(2,032,605.00)	(738,105.00)	-21.5%
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	886.00	0.00	886.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,618,581.00)	1,618,581.00	0.00	(1,393,701.00)	1,393,701.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,619,467.00)	1,618,581.00	(886.00)	(1,393,701.00)	1,393,701.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(388,343.00)	(552,952.00)	(941,295.00)	(99,201.00)	(638,904.00)	(738,105.00)	-21.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,274,510.00	2,084,021.00	4,358,531.00	1,886,167.00	1,531,069.00	3,417,236.00	-21.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			2,274,510.00	2,084,021.00	4,358,531.00	1,886,167.00	1,531,069.00	3,417,236.00	-21.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,274,510.00	2,084,021.00	4,358,531.00	1,886,167.00	1,531,069.00	3,417,236.00	-21.6%
2) Ending Balance, June 30 (E + F1e)			1,886,167.00	1,531,069.00	3,417,236.00	1,786,966.00	892,165.00	2,679,131.00	-21.6%
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	18,219.00	0.00	18,219.00	18,219.00	0.00	18,219.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,531,069.00	1,531,069.00	0.00	892,165.00	892,165.00	-41.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	1,370,312.00	0.00	1,370,312.00	1,311,247.00	0.00	1,311,247.00	-4.3%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	495,136.00	0.00	495,136.00	455,000.00	0.00	455,000.00	-8.1%
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	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	3,681,232.00	0.00	3,681,232.00	3,877,141.00	0.00	3,877,141.00	5.3%
Education Protection Account State Aid - Current Year		8012	1,563,050.00	0.00	1,563,050.00	1,566,697.00	0.00	1,566,697.00	0.2%
State Aid - Prior Years		8019	(30,788.00)	0.00	(30,788.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	10,260.00	0.00	10,260.00	10,260.00	0.00	10,260.00	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	983,371.00	0.00	983,371.00	973,969.00	0.00	973,969.00	-1.0%
Unsecured Roll Taxes		8042	47,706.00	0.00	47,706.00	44,349.00	0.00	44,349.00	-7.0%
Prior Years' Taxes		8043	817.00	0.00	817.00	817.00	0.00	817.00	0.0%
Supplemental Taxes		8044	49,310.00	0.00	49,310.00	14,685.00	0.00	14,685.00	-70.2%
Education Revenue Augmentation Fund (ERAF)		8045	(46,445.00)	0.00	(46,445.00)	(46,445.00)	0.00	(46,445.00)	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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			6,258,513.00	0.00	6,258,513.00	6,441,473.00	0.00	6,441,473.00	2.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	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			6,258,513.00	0.00	6,258,513.00	6,441,473.00	0.00	6,441,473.00	2.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	118,491.00	118,491.00	0.00	125,629.00	125,629.00	6.0%
Special Education Discretionary Grants		8182	0.00	5,948.00	5,948.00	0.00	5,948.00	5,948.00	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	9,618.00	0.00	9,618.00	9,000.00	0.00	9,000.00	-6.4%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		161,749.00	161,749.00		160,521.00	160,521.00	-0.8%
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		23,135.00	23,135.00		23,390.00	23,390.00	1.1%
Title III, Immigrant Student Program	4201	8290		270.00	270.00		1,007.00	1,007.00	273.0%
Title III, English Learner Program	4203	8290		6,120.00	6,120.00		6,643.00	6,643.00	8.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		11,956.00	11,956.00		13,711.00	13,711.00	14.7%
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	613,520.00	613,520.00	0.00	29,602.00	29,602.00	-95.2%
TOTAL, FEDERAL REVENUE			9,618.00	941,189.00	950,807.00	9,000.00	366,451.00	375,451.00	-60.5%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	17,531.00	0.00	17,531.00	17,393.00	0.00	17,393.00	-0.8%
Lottery - Unrestricted and Instructional Materials		8560	85,779.00	34,893.00	120,672.00	85,039.00	34,592.00	119,631.00	-0.9%
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%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	934,302.00	934,302.00	0.00	847,529.00	847,529.00	-9.3%
TOTAL, OTHER STATE REVENUE			103,310.00	969,195.00	1,072,505.00	102,432.00	882,121.00	984,553.00	-8.2%
OTHER LOCAL REVENUE									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	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	9,372.00	0.00	9,372.00	9,372.00	0.00	9,372.00	0.0%
Interest		8660	75,000.00	0.00	75,000.00	50,000.00	0.00	50,000.00	-33.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	75,098.00	75,098.00	0.00	76,500.00	76,500.00	1.9%
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	48,821.00	16,513.00	65,334.00	2,050.00	10,000.00	12,050.00	-81.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		452,055.00	452,055.00		404,658.00	404,658.00	-10.5%
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			133,193.00	543,666.00	676,859.00	61,422.00	491,158.00	552,580.00	-18.4%
TOTAL, REVENUES			6,504,634.00	2,454,050.00	8,958,684.00	6,614,327.00	1,739,730.00	8,354,057.00	-6.7%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,389,966.00	650,888.00	2,040,854.00	1,398,553.00	610,020.00	2,008,573.00	-1.6%
Certificated Pupil Support Salaries		1200	250.00	103,306.00	103,556.00	250.00	67,038.00	67,288.00	-35.0%
Certificated Supervisors' and Administrators' Salaries		1300	372,774.00	19,662.00	392,436.00	322,284.00	12,660.00	334,944.00	-14.7%
Other Certificated Salaries		1900	0.00	3,138.00	3,138.00	0.00	0.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			1,762,990.00	776,994.00	2,539,984.00	1,721,087.00	689,718.00	2,410,805.00	-5.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	115,129.00	217,472.00	332,601.00	181,093.00	205,691.00	386,784.00	16.3%
Classified Support Salaries		2200	311,117.00	193,532.00	504,649.00	345,802.00	199,761.00	545,563.00	8.1%
Classified Supervisors' and Administrators' Salaries		2300	118,897.00	53,693.00	172,590.00	27,783.00	53,678.00	81,461.00	-52.8%
Clerical, Technical and Office Salaries		2400	355,710.00	7,000.00	362,710.00	308,428.00	6,000.00	314,428.00	-13.3%
Other Classified Salaries		2900	25,026.00	51,152.00	76,178.00	24,873.00	61,500.00	86,373.00	13.4%
TOTAL, CLASSIFIED SALARIES			925,879.00	522,849.00	1,448,728.00	887,979.00	526,630.00	1,414,609.00	-2.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	261,445.00	305,097.00	566,542.00	269,385.00	292,117.00	561,502.00	-0.9%
PERS		3201-3202	289,976.00	166,148.00	456,124.00	274,104.00	170,035.00	444,139.00	-2.6%
OASDI/Medicare/Alternative		3301-3302	106,128.00	55,930.00	162,058.00	98,727.00	57,325.00	156,052.00	-3.7%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Health and Welfare Benefits		3401-3402	387,789.00	164,687.00	552,476.00	385,080.00	162,793.00	547,873.00	-0.8%
Unemployment Insurance		3501-3502	9,966.00	720.00	10,686.00	8,270.00	633.00	8,903.00	-16.7%
Workers' Compensation		3601-3602	50,429.00	24,689.00	75,118.00	43,688.00	20,713.00	64,401.00	-14.3%
OPEB, Allocated		3701-3702	14,280.00	0.00	14,280.00	12,585.00	0.00	12,585.00	-11.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	412.00	123.00	535.00	53.00	123.00	176.00	-67.1%
TOTAL, EMPLOYEE BENEFITS			1,120,425.00	717,394.00	1,837,819.00	1,091,892.00	703,739.00	1,795,631.00	-2.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	106,529.00	106,529.00	0.00	65,990.00	65,990.00	-38.1%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	205,826.00	278,362.00	484,188.00	230,349.00	186,166.00	416,515.00	-14.0%
Noncapitalized Equipment		4400	23,486.00	64,140.00	87,626.00	38,250.00	21,500.00	59,750.00	-31.8%
Food		4700	0.00	2,000.00	2,000.00	0.00	2,000.00	2,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			229,312.00	451,031.00	680,343.00	268,599.00	275,656.00	544,255.00	-20.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	42,768.00	692,045.00	734,813.00	46,608.00	807,471.00	854,079.00	16.2%
Travel and Conferences		5200	42,986.00	17,512.00	60,498.00	59,275.00	14,890.00	74,165.00	22.6%
Dues and Memberships		5300	19,073.00	0.00	19,073.00	18,629.00	0.00	18,629.00	-2.3%
Insurance		5400 - 5450	95,955.00	0.00	95,955.00	112,104.00	0.00	112,104.00	16.8%
Operations and Housekeeping Services		5500	219,257.00	0.00	219,257.00	221,393.00	0.00	221,393.00	1.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	52,105.00	57,323.00	109,428.00	50,605.00	62,100.00	112,705.00	3.0%
Transfers of Direct Costs		5710	(357,642.00)	357,642.00	0.00	65,300.00	(65,300.00)	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	344,625.00	386,637.00	731,262.00	367,330.00	434,563.00	801,893.00	9.7%
Communications		5900	34,380.00	320.00	34,700.00	36,855.00	320.00	37,175.00	7.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			493,507.00	1,511,479.00	2,004,986.00	978,099.00	1,254,044.00	2,232,143.00	11.3%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	20,000.00	20,000.00	0.00	30,000.00	30,000.00	50.0%
Buildings and Improvements of Buildings		6200	636,161.00	175,880.00	812,041.00	19,848.00	35,421.00	55,269.00	-93.2%
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	287,894.00	287,894.00	0.00	31,000.00	31,000.00	-89.2%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment Replacement		6500	13,086.00	22,938.00	36,024.00	320,000.00	106,746.00	426,746.00	1,084.6%
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			649,247.00	506,712.00	1,155,959.00	339,848.00	203,167.00	543,015.00	-53.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	(5,265.00)	39,824.00	34,559.00	0.00	63,181.00	63,181.00	82.8%
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	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	58,874.00	0.00	58,874.00	40,340.00	0.00	40,340.00	-31.5%
Other Debt Service - Principal		7439	117,841.00	0.00	117,841.00	28,183.00	0.00	28,183.00	-76.1%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			191,450.00	39,824.00	231,274.00	88,523.00	63,181.00	151,704.00	-34.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(99,300.00)	99,300.00	0.00	(56,200.00)	56,200.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(99,300.00)	99,300.00	0.00	(56,200.00)	56,200.00	0.00	0.0%
TOTAL, EXPENDITURES			5,273,510.00	4,625,583.00	9,899,093.00	5,319,827.00	3,772,335.00	9,092,162.00	-8.2%
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	886.00	0.00	886.00	0.00	0.00	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			886.00	0.00	886.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other 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	(1,618,581.00)	1,618,581.00	0.00	(1,393,701.00)	1,393,701.00	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			(1,618,581.00)	1,618,581.00	0.00	(1,393,701.00)	1,393,701.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,619,467.00)	1,618,581.00	(886.00)	(1,393,701.00)	1,393,701.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	6,258,513.00	0.00	6,258,513.00	6,441,473.00	0.00	6,441,473.00	2.9%
2) Federal Revenue		8100-8299	9,618.00	941,189.00	950,807.00	9,000.00	366,451.00	375,451.00	-60.5%
3) Other State Revenue		8300-8599	103,310.00	969,195.00	1,072,505.00	102,432.00	882,121.00	984,553.00	-8.2%
4) Other Local Revenue		8600-8799	133,193.00	543,666.00	676,859.00	61,422.00	491,158.00	552,580.00	-18.4%
5) TOTAL, REVENUES			6,504,634.00	2,454,050.00	8,958,684.00	6,614,327.00	1,739,730.00	8,354,057.00	-6.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		2,048,103.00	3,142,294.00	5,190,397.00	2,523,187.00	2,579,132.00	5,102,319.00	-1.7%
2) Instruction - Related Services	2000-2999		863,525.00	144,035.00	1,007,560.00	808,620.00	135,286.00	943,906.00	-6.3%
3) Pupil Services	3000-3999		500,865.00	441,485.00	942,350.00	942,690.00	373,870.00	1,316,560.00	39.7%
4) Ancillary Services	4000-4999		420.00	37,576.00	37,996.00	0.00	39,317.00	39,317.00	3.5%
5) Community Services	5000-5999		450.00	78,379.00	78,829.00	550.00	80,852.00	81,402.00	3.3%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		545,605.00	102,890.00	648,495.00	440,530.00	57,857.00	498,387.00	-23.1%
8) Plant Services	8000-8999		1,123,092.00	639,100.00	1,762,192.00	515,727.00	442,840.00	958,567.00	-45.6%
9) Other Outgo	9000-9999	Except 7600-7699	191,450.00	39,824.00	231,274.00	88,523.00	63,181.00	151,704.00	-34.4%
10) TOTAL, EXPENDITURES			5,273,510.00	4,625,583.00	9,899,093.00	5,319,827.00	3,772,335.00	9,092,162.00	-8.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,231,124.00	(2,171,533.00)	(940,409.00)	1,294,500.00	(2,032,605.00)	(738,105.00)	-21.5%
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	886.00	0.00	886.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,618,581.00)	1,618,581.00	0.00	(1,393,701.00)	1,393,701.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,619,467.00)	1,618,581.00	(886.00)	(1,393,701.00)	1,393,701.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(388,343.00)	(552,952.00)	(941,295.00)	(99,201.00)	(638,904.00)	(738,105.00)	-21.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,274,510.00	2,084,021.00	4,358,531.00	1,886,167.00	1,531,069.00	3,417,236.00	-21.6%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,274,510.00	2,084,021.00	4,358,531.00	1,886,167.00	1,531,069.00	3,417,236.00	-21.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,274,510.00	2,084,021.00	4,358,531.00	1,886,167.00	1,531,069.00	3,417,236.00	-21.6%
2) Ending Balance, June 30 (E + F1e)			1,886,167.00	1,531,069.00	3,417,236.00	1,786,966.00	892,165.00	2,679,131.00	-21.6%
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	18,219.00	0.00	18,219.00	18,219.00	0.00	18,219.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,531,069.00	1,531,069.00	0.00	892,165.00	892,165.00	-41.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	1,370,312.00	0.00	1,370,312.00	1,311,247.00	0.00	1,311,247.00	-4.3%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	495,136.00	0.00	495,136.00	455,000.00	0.00	455,000.00	-8.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	152,384.00	206,870.00
6211	Literacy Coaches and Reading Specialists Grant Program	396,791.00	282,374.00
6230	California Clean Energy Jobs Act	5,421.00	0.00
6266	Educator Effectiveness, FY 2021-22	41,806.00	7,673.00
6300	Lottery: Instructional Materials	110,434.00	109,411.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	181,636.00	103,636.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	79,636.00	79,636.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	136,746.00	0.00
7399	LCFF Equity Multiplier	100,000.00	100,000.00
9010	Other Restricted Local	326,215.00	2,565.00
Total, Restricted Balance		1,531,069.00	892,165.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	37,500.00	37,500.00	0.0%
5) TOTAL, REVENUES			37,500.00	37,500.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	38,500.00	38,500.00	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			38,500.00	38,500.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,000.00)	(1,000.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			(1,000.00)	(1,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	37,183.00	36,183.00	-2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			37,183.00	36,183.00	-2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			37,183.00	36,183.00	-2.7%
2) Ending Balance, June 30 (E + F1e)			36,183.00	35,183.00	-2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	36,183.00	35,183.00	-2.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned 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 (G10 + H2) - (I6 + J2)			0.00		
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	37,500.00	37,500.00	0.0%
TOTAL, REVENUES			37,500.00	37,500.00	0.0%
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	38,500.00	38,500.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			38,500.00	38,500.00	0.0%
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	2023-24 Estimated Actuals	2024-25 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			38,500.00	38,500.00	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					
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	**0.00**	**0.00**	**0.0%**
2) Federal Revenue		8100-8299	**0.00**	**0.00**	**0.0%**
3) Other State Revenue		8300-8599	**0.00**	**0.00**	**0.0%**
4) Other Local Revenue		8600-8799	37,500.00	37,500.00	0.0%
5) TOTAL, REVENUES			37,500.00	37,500.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		**0.00**	**0.00**	**0.0%**
2) Instruction - Related Services	2000-2999		**0.00**	**0.00**	**0.0%**
3) Pupil Services	3000-3999		**0.00**	**0.00**	**0.0%**
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		38,500.00	38,500.00	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			38,500.00	38,500.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,000.00)	(1,000.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			(1,000.00)	(1,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	37,183.00	36,183.00	-2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			37,183.00	36,183.00	-2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			37,183.00	36,183.00	-2.7%
2) Ending Balance, June 30 (E + F1e)			36,183.00	35,183.00	-2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	36,183.00	35,183.00	-2.8%
c) Committed					

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
8210	Student Activity Funds	36,183.00	35,183.00
Total, Restricted Balance		36,183.00	35,183.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	292,741.00	270,000.00	-7.8%
3) Other State Revenue		8300-8599	196,085.00	132,000.00	-32.7%
4) Other Local Revenue		8600-8799	9,950.00	7,750.00	-22.1%
5) TOTAL, REVENUES			498,776.00	409,750.00	-17.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	156,529.00	161,157.00	3.0%
3) Employee Benefits		3000-3999	82,499.00	89,222.00	8.1%
4) Books and Supplies		4000-4999	209,693.00	219,076.00	4.5%
5) Services and Other Operating Expenditures		5000-5999	3,480.00	4,480.00	28.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			452,201.00	473,935.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			46,575.00	(64,185.00)	-237.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	886.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			886.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			47,461.00	(64,185.00)	-235.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	103,099.00	150,560.00	46.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			103,099.00	150,560.00	46.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			103,099.00	150,560.00	46.0%
2) Ending Balance, June 30 (E + F1e)			150,560.00	86,375.00	-42.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	8,864.00	8,864.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	141,696.00	77,511.00	-45.3%
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	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	252,741.00	230,000.00	-9.0%
Donated Food Commodities		8221	40,000.00	40,000.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			292,741.00	270,000.00	-7.8%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	196,085.00	132,000.00	-32.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			196,085.00	132,000.00	-32.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,650.00	1,500.00	-9.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	800.00	250.00	-68.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	7,500.00	6,000.00	-20.0%
TOTAL, OTHER LOCAL REVENUE			9,950.00	7,750.00	-22.1%
TOTAL, REVENUES			498,776.00	409,750.00	-17.8%
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	103,903.00	106,413.00	2.4%
Classified Supervisors' and Administrators' Salaries		2300	52,626.00	54,744.00	4.0%
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			156,529.00	161,157.00	3.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	37,905.00	40,526.00	6.9%
OASDI/Medicare/Alternative		3301-3302	10,726.00	10,917.00	1.8%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	30,860.00	34,989.00	13.4%
Unemployment Insurance		3501-3502	70.00	71.00	1.4%
Workers' Compensation		3601-3602	2,806.00	2,587.00	-7.8%
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	132.00	132.00	0.0%
TOTAL, EMPLOYEE BENEFITS			82,499.00	89,222.00	8.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	3,650.00	4,150.00	13.7%
Noncapitalized Equipment		4400	11,754.00	10,900.00	-7.3%
Food		4700	194,289.00	204,026.00	5.0%
TOTAL, BOOKS AND SUPPLIES			209,693.00	219,076.00	4.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	50.00	50.00	0.0%
Dues and Memberships		5300	430.00	430.00	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	500.00	500.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,500.00	3,500.00	40.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,480.00	4,480.00	28.7%
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			452,201.00	473,935.00	4.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	886.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			886.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
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	2023-24 Estimated Actuals	2024-25 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)			886.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	292,741.00	270,000.00	-7.8%
3) Other State Revenue		8300-8599	196,085.00	132,000.00	-32.7%
4) Other Local Revenue		8600-8799	9,950.00	7,750.00	-22.1%
5) TOTAL, REVENUES			498,776.00	409,750.00	-17.8%
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		451,551.00	473,285.00	4.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		650.00	650.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			452,201.00	473,935.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			46,575.00	(64,185.00)	-237.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	886.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			886.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			47,461.00	(64,185.00)	-235.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	103,099.00	150,560.00	46.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			103,099.00	150,560.00	46.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			103,099.00	150,560.00	46.0%
2) Ending Balance, June 30 (E + F1e)			150,560.00	86,375.00	-42.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	8,864.00	8,864.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	141,696.00	77,511.00	-45.3%
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	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	87,770.00	77,511.00
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	17,741.00	0.00
7033	Child Nutrition: School Food Best Practices Apportionment	36,185.00	0.00
Total, Restricted Balance		141,696.00	77,511.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10.00	10.00	0.0%
5) TOTAL, REVENUES			10.00	10.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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)			10.00	10.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			10.00	10.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	424.00	434.00	2.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			424.00	434.00	2.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			424.00	434.00	2.4%
2) Ending Balance, June 30 (E + F1e)			434.00	444.00	2.3%
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	434.00	444.00	2.3%
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	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
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	10.00	10.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10.00	10.00	0.0%
TOTAL, REVENUES			10.00	10.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10.00	10.00	0.0%
5) TOTAL, REVENUES			10.00	10.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			10.00	10.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			10.00	10.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	424.00	434.00	2.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			424.00	434.00	2.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			424.00	434.00	2.4%
2) Ending Balance, June 30 (E + F1e)			434.00	444.00	2.3%
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	434.00	444.00	2.3%
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	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,800.00	2,000.00	-47.4%
5) TOTAL, REVENUES			3,800.00	2,000.00	-47.4%
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	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,800.00	2,000.00	-47.4%
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)			3,800.00	2,000.00	-47.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	159,536.00	163,336.00	2.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			159,536.00	163,336.00	2.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			159,536.00	163,336.00	2.4%
2) Ending Balance, June 30 (E + F1e)			163,336.00	165,336.00	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	163,336.00	165,336.00	1.2%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	3,800.00	2,000.00	-47.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,800.00	2,000.00	-47.4%
TOTAL, REVENUES			3,800.00	2,000.00	-47.4%
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,800.00	2,000.00	-47.4%
5) TOTAL, REVENUES			3,800.00	2,000.00	-47.4%
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	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,800.00	2,000.00	-47.4%
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)			3,800.00	2,000.00	-47.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	159,536.00	163,336.00	2.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			159,536.00	163,336.00	2.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			159,536.00	163,336.00	2.4%
2) Ending Balance, June 30 (E + F1e)			163,336.00	165,336.00	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	163,336.00	165,336.00	1.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) 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	1.00	1.00	0.0%
5) TOTAL, REVENUES			1.00	1.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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)			1.00	1.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			1.00	1.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39.00	40.00	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39.00	40.00	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39.00	40.00	2.6%
2) Ending Balance, June 30 (E + F1e)			40.00	41.00	2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	40.00	41.00	2.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
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	1.00	1.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1.00	1.00	0.0%
TOTAL, REVENUES			1.00	1.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING 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	2023-24 Estimated Actuals	2024-25 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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.00	1.00	0.0%
5) TOTAL, REVENUES			1.00	1.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			1.00	1.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			1.00	1.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39.00	40.00	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39.00	40.00	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39.00	40.00	2.6%
2) Ending Balance, June 30 (E + F1e)			40.00	41.00	2.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	40.00	41.00	2.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) 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	(2,500.00)	10,500.00	-520.0%
5) TOTAL, REVENUES			(2,500.00)	10,500.00	-520.0%
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	10,193.00	5,360.00	-47.4%
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			10,193.00	5,360.00	-47.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,693.00)	5,140.00	-140.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,693.00)	5,140.00	-140.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	191,820.00	179,127.00	-6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			191,820.00	179,127.00	-6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			191,820.00	179,127.00	-6.6%
2) Ending Balance, June 30 (E + F1e)			179,127.00	184,267.00	2.9%
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	179,127.00	184,267.00	2.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
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	4,500.00	3,500.00	-22.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	(7,000.00)	7,000.00	-200.0%
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			(2,500.00)	10,500.00	-520.0%
TOTAL, REVENUES			(2,500.00)	10,500.00	-520.0%
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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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	10,193.00	5,360.00	-47.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,193.00	5,360.00	-47.4%
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			10,193.00	5,360.00	-47.4%
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	2023-24 Estimated Actuals	2024-25 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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(2,500.00)	10,500.00	-520.0%
5) TOTAL, REVENUES			(2,500.00)	10,500.00	-520.0%
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		10,193.00	5,360.00	-47.4%
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			10,193.00	5,360.00	-47.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(12,693.00)	5,140.00	-140.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,693.00)	5,140.00	-140.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	191,820.00	179,127.00	-6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			191,820.00	179,127.00	-6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			191,820.00	179,127.00	-6.6%
2) Ending Balance, June 30 (E + F1e)			179,127.00	184,267.00	2.9%
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	179,127.00	184,267.00	2.9%
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%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	799,150.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	7,500.00	5,000.00	-33.3%
5) TOTAL, REVENUES			806,650.00	5,000.00	-99.4%
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		110,735.00	300,000.00	170.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			110,735.00	300,000.00	170.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			695,915.00	(295,000.00)	-142.4%
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)			695,915.00	(295,000.00)	-142.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	695,915.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	695,915.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	695,915.00	New
2) Ending Balance, June 30 (E + F1e)			695,915.00	400,915.00	-42.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	695,915.00	400,915.00	-42.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	179,127.00	184,267.00
Total, Restricted Balance		179,127.00	184,267.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	799,150.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	7,500.00	5,000.00	-33.3%
5) TOTAL, REVENUES			806,650.00	5,000.00	-99.4%
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	110,735.00	300,000.00	170.9%
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			110,735.00	300,000.00	170.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			695,915.00	(295,000.00)	-142.4%
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)			695,915.00	(295,000.00)	-142.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	695,915.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	695,915.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	695,915.00	New
2) Ending Balance, June 30 (E + F1e)			695,915.00	400,915.00	-42.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	695,915.00	400,915.00	-42.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	799,150.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			799,150.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	7,500.00	5,000.00	-33.3%
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			7,500.00	5,000.00	-33.3%
TOTAL, REVENUES			806,650.00	5,000.00	-99.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	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	110,735.00	300,000.00	170.9%
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			110,735.00	300,000.00	170.9%
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			110,735.00	300,000.00	170.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	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%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
7700	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program	695,915.00	400,915.00
Total, Restricted Balance		695,915.00	400,915.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. 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)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19.00	19.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19.00	19.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19.00	19.00	0.0%
2) Ending Balance, June 30 (E + F1e)			19.00	19.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	19.00	19.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19.00	19.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19.00	19.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19.00	19.00	0.0%
2) Ending Balance, June 30 (E + F1e)			19.00	19.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	19.00	19.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) 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	3,000.00	3,000.00	0.0%
4) Other Local Revenue		8600-8799	242,710.00	208,757.00	-14.0%
5) TOTAL, REVENUES			245,710.00	211,757.00	-13.8%
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	235,400.00	235,400.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			235,400.00	235,400.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,310.00	(23,643.00)	-329.3%
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)			10,310.00	(23,643.00)	-329.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	278,820.00	289,130.00	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			278,820.00	289,130.00	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			278,820.00	289,130.00	3.7%
2) Ending Balance, June 30 (E + F1e)			289,130.00	265,487.00	-8.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	289,130.00	265,487.00	-8.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	3,000.00	3,000.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,000.00	3,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	234,436.00	200,000.00	-14.7%
Unsecured Roll		8612	2,510.00	2,510.00	0.0%
Prior Years' Taxes		8613	247.00	247.00	0.0%
Supplemental Taxes		8614	2,017.00	4,000.00	98.3%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	3,500.00	2,000.00	-42.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			242,710.00	208,757.00	-14.0%
TOTAL, REVENUES			245,710.00	211,757.00	-13.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	107,776.00	107,776.00	0.0%
Bond Interest and Other Service Charges		7434	127,624.00	127,624.00	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)			235,400.00	235,400.00	0.0%
TOTAL, EXPENDITURES			235,400.00	235,400.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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	3,000.00	3,000.00	0.0%
4) Other Local Revenue		8600-8799	242,710.00	208,757.00	-14.0%
5) TOTAL, REVENUES			245,710.00	211,757.00	-13.8%
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	235,400.00	235,400.00	0.0%
10) TOTAL, EXPENDITURES			235,400.00	235,400.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			10,310.00	(23,643.00)	-329.3%
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)			10,310.00	(23,643.00)	-329.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	278,820.00	289,130.00	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			278,820.00	289,130.00	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			278,820.00	289,130.00	3.7%
2) Ending Balance, June 30 (E + F1e)			289,130.00	265,487.00	-8.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	289,130.00	265,487.00	-8.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) 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	2,600.00	2,600.00	0.0%
4) Other Local Revenue		8600-8799	129,964.00	98,972.00	-23.8%
5) TOTAL, REVENUES			132,564.00	101,572.00	-23.4%
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	136,756.00	136,756.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			136,756.00	136,756.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,192.00)	(35,184.00)	739.3%
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)			(4,192.00)	(35,184.00)	739.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	112,364.00	108,172.00	-3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			112,364.00	108,172.00	-3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			112,364.00	108,172.00	-3.7%
2) Ending Balance, June 30 (E + F1e)			108,172.00	72,988.00	-32.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	108,172.00	72,988.00	-32.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	2,600.00	2,600.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,600.00	2,600.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	125,492.00	95,000.00	-24.3%
Unsecured Roll		8612	1,518.00	1,518.00	0.0%
Prior Years' Taxes		8613	147.00	147.00	0.0%
Supplemental Taxes		8614	1,307.00	1,307.00	0.0%
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	1,500.00	1,000.00	-33.3%
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			129,964.00	98,972.00	-23.8%
TOTAL, REVENUES			132,564.00	101,572.00	-23.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	45,000.00	45,000.00	0.0%
Bond Interest and Other Service Charges		7434	91,756.00	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)			136,756.00	136,756.00	0.0%
TOTAL, EXPENDITURES			136,756.00	136,756.00	0.0%
INTERFUND TRANSFERS					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,600.00	2,600.00	0.0%
4) Other Local Revenue		8600-8799	129,964.00	98,972.00	-23.8%
5) TOTAL, REVENUES			132,564.00	101,572.00	-23.4%
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	136,756.00	136,756.00	0.0%
10) TOTAL, EXPENDITURES			136,756.00	136,756.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,192.00)	(35,184.00)	739.3%
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)			(4,192.00)	(35,184.00)	739.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	112,364.00	108,172.00	-3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			112,364.00	108,172.00	-3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			112,364.00	108,172.00	-3.7%
2) Ending Balance, June 30 (E + F1e)			108,172.00	72,988.00	-32.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	108,172.00	72,988.00	-32.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	2023-24 Estimated Actuals			2024-25 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)	470.39	470.39	470.40	457.00	458.00	471.65
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)	470.39	470.39	470.40	457.00	458.00	471.65
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.10	1.10	1.10	.95	.95	.95
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)	1.10	1.10	1.10	.95	.95	.95
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	471.49	471.49	471.50	457.95	458.95	472.60
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Happy Valley Union Elementary
Cashflow Worksheet
2024/25 ADOPTED BUDGET

	Object	Budget	July	August	September	October	November	December
ACTUALS THROUGH THE MONTH OF (Enter Month Name):								
A. BEGINNING CASH	**9110**		**3,894,404**	**3,733,366**	**3,080,570**	**3,048,334**	**3,303,701**	**2,921,225**
B. RECEIPTS								
LCFF Sources								
Principal Apportionment	8010-8019	3,868,190	193,410	193,410	348,137	348,137	348,137	348,137
EPA	8012	1,575,648	0	0	393,912	0	0	393,912
Property Taxes	8020-8079	997,635	0	0	42,010	0	1,469	531,983
Miscellaneous Funds	8080-8099	0	0	0	0	0	0	0
Federal Revenue	8100-8299	375,451	0	0	3,603	49,930	0	0
Other State Revenue	8300-8599	984,553	21,284	21,284	38,311	135,575	54,404	38,311
Other Local Revenue	8600-8799	552,580	13,953	19,227	28,408	58,083	44,523	6,520
Interfund Transfers In	8910-8929		0	0	0	0	0	0
All Other Financing Sources	8930-8979		0	0	0	0	0	0
Other Receipts/Non-Revenue			0	0	0	0	0	0
TOTAL RECEIPTS		**8,354,057**	**228,647**	**233,920**	**854,380**	**591,724**	**448,534**	**1,318,862**
C. DISBURSEMENTS								
Certificated Salaries	1000-1999	2,410,805	28,016	195,830	201,811	192,838	202,913	206,682
Classified Salaries	2000-2999	1,414,609	45,507	108,246	112,608	116,705	144,513	114,820
Employee Benefits	3000-3999	1,795,631	31,561	130,554	135,650	130,545	145,280	139,350
Books, Supplies and Services	4000-5999	2,776,398	83,820	206,479	291,824	189,428	201,201	144,292
Capital Outlay	6000-6999	543,015	0	0	150,273	15,744	157,060	385
Other Outgo	7000-7499	151,704	1,432	1,432	1,432	1,432	1,432	1,432
Interfund Transfers Out	7600-7629		0	0	0	0	0	0
All Other Financing Uses	7630-7699		0	0	0	0	0	0
Other Disbursements/ Non Expenditures			0	0	0	0	0	0
TOTAL DISBURSEMENTS		**9,092,162**	**190,337**	**642,541**	**893,599**	**646,692**	**852,399**	**606,962**
D. PRIOR YEAR TRANSACTIONS		Beg Balance						
Assets								
Cash Not in Treasury	9111-9199	(383,940)	0	0	0	0	0	0
Accts Receivable	9200-9299	548,753	73,445	1,716	107,828	310,334	25,526	0
Due From Other Funds	9310		0	0	0	0	0	0
Stores Inventory	9320		0	0	0	0	0	0
Prepaid Exp.	9330	18,219	18,219	0	0	0	0	0
Other Assets	9340		0	0	0	0	0	0
Total Assets		183,032	91,664	1,716	107,828	310,334	25,526	0
Liabilities								
Accounts Payable	9500-9599	(633,200)	(264,012)	(245,892)	(100,845)	0	(4,136)	270
Due to Other Funds	9610		0	0	0	0	0	0
Current Loans	9640		0	0	0	0	0	0
Deferred Revenues	9650	(27,000)	(27,000)	0	0	0	0	0
Total Liabilities		(660,200)	(291,012)	(245,892)	(100,845)	0	(4,136)	270
TOTAL PRIOR YEAR TRANSACTIONS		(477,168)	(199,348)	(244,176)	6,983	310,334	21,390	270
E. NET INCREASE/DECREASE (B - C + D)			**(161,038)**	**(652,796)**	**(32,236)**	**255,367**	**(382,476)**	**712,170**
F. ENDING CASH (A + E)			**3,733,366**	**3,080,570**	**3,048,334**	**3,303,701**	**2,921,225**	**3,633,396**
G. ENDING FUND BALANCE								

Happy Valley Union Elementary
Cashflow Worksheet
2024/25 ADOPTED BUDGET

	Object	January	February	March	April	May	June	Accruals / Adjustments	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH	**9110**	**3,633,396**	**3,532,460**	**3,271,751**	**3,430,958**	**3,650,691**	**3,355,578**		
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	348,137	348,137	348,137	348,137	348,137	348,137	0	3,868,190
EPA	8012	0	0	393,912	0	0	393,912	0	1,575,648
Property Taxes	8020-8079	0	0	0	327,202	2,841	92,130	0	997,635
Miscellaneous Funds	8080-8099	0	0	0	0	0	0	0	0
Federal Revenue	8100-8299	28,990	27,600	5,927	76,093	5,798	(0)	177,511	375,451
Other State Revenue	8300-8599	77,325	74,041	74,041	110,889	60,445	31,565	247,080	984,553
Other Local Revenue	8600-8799	70,031	21,929	67,717	73,863	48,983	70,846	28,497	552,580
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0
TOTAL RECEIPTS		**524,484**	**471,707**	**889,733**	**936,184**	**466,204**	**936,590**	**453,087**	**8,354,057**
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	211,156	211,793	208,335	216,100	226,220	299,111	10,000	2,410,805
Classified Salaries	2000-2999	110,705	108,104	123,770	111,232	129,388	179,010	10,000	1,414,609
Employee Benefits	3000-3999	122,619	137,875	138,204	138,327	160,429	197,974	187,264	1,795,631
Books, Supplies and Services	4000-5999	140,076	172,544	255,703	208,350	219,094	413,586	250,000	2,776,398
Capital Outlay	6000-6999	45,875	37,315	2,877	28,507	(3,609)	108,587	0	543,015
Other Outgo	7000-7499	11,432	64,613	1,432	27,552	11,432	25,219	1,432	151,704
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0
Other Disbursements/ Non Expenditures		0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		**641,863**	**732,244**	**730,321**	**730,068**	**742,954**	**1,223,487**	**458,696**	**9,092,162**
D. PRIOR YEAR TRANSACTIONS									
Assets									
Cash Not in Treasury	9111-9199	0	0	0	0	0	0	(383,940)	(383,940)
Accts Receivable	9200-9299	12,567	4,064	(206)	13,479	0	0	0	548,753
Due From Other Funds	9310	0	0	0	0	0	0	0	0
Stores Inventory	9320	0	0	0	0	0	0	0	0
Prepaid Exp.	9330	0	0	0	0	0	0	0	18,219
Other Assets	9340	0	0	0	0	0	0	0	0
Total Assets		12,567	4,064	(206)	13,479	0	0	(383,940)	183,032
Liabilities									
Accounts Payable	9500-9599	3,876	(4,235)	0	137	(18,363)	0	0	(633,200)
Due to Other Funds	9610	0	0	0	0	0	0	0	0
Current Loans	9640	0	0	0	0	0	0	0	0
Deferred Revenues	9650	0	0	0	0	0	0	0	(27,000)
Total Liabilities		3,876	(4,235)	0	137	(18,363)	0	0	(660,200)
TOTAL PRIOR YEAR TRANSACTIONS		16,443	(171)	(206)	13,616	(18,363)	0	(383,940)	(477,168)
E. NET INCREASE/DECREASE (B - C + D)		**(100,936)**	**(260,708)**	**159,206**	**219,733**	**(295,113)**	**(286,898)**	**(389,549)**	**(1,215,273)**
F. ENDING CASH (A + E)		**3,532,460**	**3,271,751**	**3,430,958**	**3,650,691**	**3,355,578**	**3,068,680**		
G. ENDING FUND BALANCE									**2,679,131**

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: 16300 Cloverdale Rd. Anderson, CA 96007

Date: 06/21/2024

Adoption Date: 06/28/2024

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: Happy Valley Elem School Cafeteria@ 17480 Palm Ave, Anderson, CA

Date: 06/25/2024

Time: 5:00 PM

Contact person for additional information on the budget reports:

Name: Beth Roberts

Title: Chief Business Official

Telephone: 530-357-2134

E-mail: broberts@hvusd.net

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		X
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/28/2024	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

Total liabilities actuarially determined: $ _____

Less: Amount of total liabilities reserved in budget: $ _____

Estimated accrued but unfunded liabilities: $ 0.00

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

The District is self-insured through Shasta Trinity Schools Insurance Group up to one million dollars, after which they are covered by Excess Worker's compensation coverage up to the statutory limits.

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

Signed _____

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 6/25/2024

For additional information on this certification, please contact:

Name: Beth Roberts

Title: Chief Business Official

Telephone: 530-357-2134

E-mail: broberts@hvusd.net

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	2,539,984.00	301	0.00	303	2,539,984.00	305	0.00		307	2,539,984.00	309
2000 - Classified Salaries	1,448,728.00	311	45,652.00	313	1,403,076.00	315	162,557.00	187,361.00	317	1,215,715.00	319
3000 - Employee Benefits	1,837,819.00	321	38,240.00	323	1,799,579.00	325	99,200.00	114,340.00	327	1,685,239.00	329
4000 - Books, Supplies Equip Replace. (6500)	716,367.00	331	30,406.00	333	685,961.00	335	132,413.00	238,453.00	337	447,508.00	339
5000 - Services. . . & 7300 - Indirect Costs	2,004,986.00	341	17,765.00	343	1,987,221.00	345	164,326.00	906,181.00	347	1,081,040.00	349
			TOTAL		8,415,821.00	365		TOTAL		6,969,486.00	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	2,040,854.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	300,446.00	380
3. STRS.	3101 & 3102	446,585.00	382
4. PERS.	3201 & 3202	175,589.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	74,428.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	318,700.00	385
7. Unemployment Insurance.	3501 & 3502	9,704.00	390
8. Workers' Compensation Insurance.	3601 & 3602	44,638.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		3,410,944.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		0.00	396
14. TOTAL SALARIES AND BENEFITS.		3,410,944.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		48.94%	
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)	48.94%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	11.06%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	6,969,486.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	770,825.15

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

Contracted services with SCOE and MJPA.

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	2,410,805.00	301	0.00	303	2,410,805.00	305	0.00		307	2,410,805.00	309
2000 - Classified Salaries	1,414,609.00	311	50,000.00	313	1,364,609.00	315	175,307.00	200,456.00	317	1,164,153.00	319
3000 - Employee Benefits	1,795,631.00	321	41,937.00	323	1,753,694.00	325	104,173.00	119,511.00	327	1,634,183.00	329
4000 - Books, Supplies Equip Replace. (6500)	971,001.00	331	114,796.00	333	856,205.00	335	484,115.00	579,268.00	337	276,937.00	339
5000 - Services. . . & 7300 - Indirect Costs	2,232,143.00	341	15,000.00	343	2,217,143.00	345	221,391.00	1,123,451.00	347	1,093,692.00	349
				TOTAL	8,602,456.00	365			TOTAL	6,579,770.00	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	2,008,573.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	353,667.00	380
3. STRS	3101 & 3102	455,166.00	382
4. PERS	3201 & 3202	191,675.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	78,286.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	320,606.00	385
7. Unemployment Insurance	3501 & 3502	8,180.00	390
8. Workers' Compensation Insurance	3601 & 3602	40,313.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	3,456,466.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*	0.00	396
14. TOTAL SALARIES AND BENEFITS	3,456,466.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	52.53%	
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)	52.53%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	7.47%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	6,579,770.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	491,508.82

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

Resources that don't have or require instructional salaries and contracted services for MVJPA and SCOE.

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	9,899,979.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	941,189.00
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	76,329.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	990,907.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	176,715.00
4. Other Transfers Out	All	9200	7200-7299	20,000.00
5. Interfund Transfers Out	All	9300	7600-7629	886.00
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.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,264,837.00
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.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,693,953.00

Section II - Expenditures Per ADA		2023-24 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		471.49
B. Expenditures per ADA (Line I.E divided by Line II.A)		16,318.38

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.)	5,961,229.57	12,804.70
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)	5,961,229.57	12,804.70
B. Required effort (Line A.2 times 90%)	5,365,106.61	11,524.23
C. Current year expenditures (Line I.E and Line II.B)	7,693,953.00	16,318.38
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)	0.00%	0.00%

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

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

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) — 285,845.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. — 67,000.00
   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.

Chief Business Official - .4; payroll clerk - .2

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) — 5,526,406.00

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) — 6.38%

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) — 415,354.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 8,507.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	32,460.00
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)	55,942.84
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)	512,263.84
9. Carry-Forward Adjustment (Part IV, Line F)	36,091.52
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	548,355.36
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	4,349,408.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	994,474.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	788,998.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	37,996.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	78,829.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	192,174.00
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)	820,904.16
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)	38,500.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	257,912.00
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)	7,559,195.16
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)	6.78%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	7.25%

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)	512,263.84
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	42,388.47
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 (6.86%) times Part III, Line B19); zero if negative	36,091.52
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.86%) times Part III, Line B19) or (the highest rate used to recover costs from any program (6.86%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	36,091.52
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)	36,091.52

Approved indirect cost rate: 6.86%

Highest rate used in any program: 6.86%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	357,250.00	24,500.00	6.86%
01	3010	151,366.00	10,383.00	6.86%
01	3213	235,314.00	16,072.00	6.83%
01	3310	110,885.00	7,606.00	6.86%
01	4035	21,650.00	1,485.00	6.86%
01	4127	11,188.00	768.00	6.86%
01	5810	27,702.00	1,900.00	6.86%
01	7435	537,936.00	36,586.00	6.80%

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	130,310.00		111,541.00	241,851.00
2. State Lottery Revenue	8560	85,779.00		34,893.00	120,672.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		216,089.00	0.00	146,434.00	362,523.00
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	42,150.00		36,000.00	78,150.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	29,543.00			29,543.00
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)		71,693.00	0.00	36,000.00	107,693.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	144,396.00	0.00	110,434.00	254,830.00
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.

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,441,473.00	-0.92%	6,382,027.00	-2.09%	6,248,900.00
2. Federal Revenues	8100-8299	9,000.00	-5.00%	8,550.00	-4.99%	8,123.00
3. Other State Revenues	8300-8599	102,432.00	-2.18%	100,201.00	1.25%	101,450.00
4. Other Local Revenues	8600-8799	61,422.00	-24.42%	46,422.00	-21.54%	36,422.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(1,393,701.00)	0.20%	(1,396,518.00)	2.29%	(1,428,551.00)
6. Total (Sum lines A1 thru A5c)		5,220,626.00	-1.53%	5,140,682.00	-3.39%	4,966,344.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,721,087.00		1,838,734.00
b. Step & Column Adjustment				31,977.00		40,496.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				85,670.00		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,721,087.00	6.84%	1,838,734.00	2.20%	1,879,230.00
2. Classified Salaries						
a. Base Salaries				887,979.00		920,678.00
b. Step & Column Adjustment				32,699.00		32,676.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	887,979.00	3.68%	920,678.00	3.55%	953,354.00
3. Employee Benefits	3000-3999	1,091,892.00	7.39%	1,172,544.00	2.26%	1,199,030.00
4. Books and Supplies	4000-4999	268,599.00	7.96%	289,971.00	-7.15%	269,250.00
5. Services and Other Operating Expenditures	5000-5999	978,099.00	1.64%	994,099.00	2.20%	1,015,922.00
6. Capital Outlay	6000-6999	339,848.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	88,523.00	2.85%	91,043.00	4.81%	95,423.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(56,200.00)	0.00%	(56,200.00)	0.00%	(56,200.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	10,000.00	100.00%	20,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		5,319,827.00	-1.11%	5,260,869.00	2.19%	5,376,009.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(99,201.00)		(120,187.00)		(409,665.00)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,886,167.00		1,786,966.00		1,666,779.00
2. Ending Fund Balance (Sum lines C and D1)		1,786,966.00		1,666,779.00		1,257,114.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,719.00		20,719.00		20,719.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	1,311,247.00		1,218,032.00		801,757.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	455,000.00		428,028.00		434,638.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,786,966.00		1,666,779.00		1,257,114.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	455,000.00		428,028.00		434,638.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		455,000.00		428,028.00		434,638.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Certificated administration reduction from 24-25 of $87,146 and moving salaries between restricted and unrestricted.

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	366,451.00	-0.28%	365,421.00	0.27%	366,421.00
3. Other State Revenues	8300-8599	882,121.00	-0.07%	881,545.00	-0.07%	880,969.00
4. Other Local Revenues	8600-8799	491,158.00	-1.22%	485,158.00	-1.03%	480,158.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	1,393,701.00	0.20%	1,396,518.00	2.29%	1,428,551.00
6. Total (Sum lines A1 thru A5c)		3,133,431.00	-0.15%	3,128,642.00	0.88%	3,156,099.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				689,718.00		516,902.00
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments				(172,816.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	689,718.00	-25.06%	516,902.00	0.00%	516,902.00
2. Classified Salaries						
a. Base Salaries				526,630.00		526,630.00
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	526,630.00	0.00%	526,630.00	0.00%	526,630.00
3. Employee Benefits	3000-3999	703,739.00	-11.02%	626,204.00	0.00%	626,204.00
4. Books and Supplies	4000-4999	275,656.00	-2.78%	268,004.00	2.00%	273,364.00
5. Services and Other Operating Expenditures	5000-5999	1,254,044.00	-5.70%	1,182,544.00	1.84%	1,204,254.00
6. Capital Outlay	6000-6999	203,167.00	-70.47%	60,000.00	-16.67%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	63,181.00	0.00%	63,181.00	0.00%	63,181.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	56,200.00	0.00%	56,200.00	0.00%	56,200.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,772,335.00	-12.53%	3,299,665.00	0.52%	3,316,735.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(638,904.00)		(171,023.00)		(160,636.00)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,531,069.00		892,165.00		721,142.00
2. Ending Fund Balance (Sum lines C and D1)		892,165.00		721,142.00		560,506.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	892,165.00		721,142.00		560,506.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		892,165.00		721,142.00		560,506.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Certificated teacher salaries moved to unrestricted.

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,441,473.00	-0.92%	6,382,027.00	-2.09%	6,248,900.00
2. Federal Revenues	8100-8299	375,451.00	-0.39%	373,971.00	0.15%	374,544.00
3. Other State Revenues	8300-8599	984,553.00	-0.29%	981,746.00	0.07%	982,419.00
4. Other Local Revenues	8600-8799	552,580.00	-3.80%	531,580.00	-2.82%	516,580.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		8,354,057.00	-1.01%	8,269,324.00	-1.78%	8,122,443.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,410,805.00		2,355,636.00
b. Step & Column Adjustment				31,977.00		40,496.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(87,146.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,410,805.00	-2.29%	2,355,636.00	1.72%	2,396,132.00
2. Classified Salaries						
a. Base Salaries				1,414,609.00		1,447,308.00
b. Step & Column Adjustment				32,699.00		32,676.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,414,609.00	2.31%	1,447,308.00	2.26%	1,479,984.00
3. Employee Benefits	3000-3999	1,795,631.00	0.17%	1,798,748.00	1.47%	1,825,234.00
4. Books and Supplies	4000-4999	544,255.00	2.52%	557,975.00	-2.75%	542,614.00
5. Services and Other Operating Expenditures	5000-5999	2,232,143.00	-2.49%	2,176,643.00	2.00%	2,220,176.00
6. Capital Outlay	6000-6999	543,015.00	-88.95%	60,000.00	-16.67%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	151,704.00	1.66%	154,224.00	2.84%	158,604.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	10,000.00	100.00%	20,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		9,092,162.00	-5.85%	8,560,534.00	1.54%	8,692,744.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(738,105.00)		(291,210.00)		(570,301.00)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,417,236.00		2,679,131.00		2,387,921.00
2. Ending Fund Balance (Sum lines C and D1)		2,679,131.00		2,387,921.00		1,817,620.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,719.00		20,719.00		20,719.00
b. Restricted	9740	892,165.00		721,142.00		560,506.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	1,311,247.00		1,218,032.00		801,757.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	455,000.00		428,028.00		434,638.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,679,131.00		2,387,921.00		1,817,620.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	455,000.00		428,028.00		434,638.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		455,000.00		428,028.00		434,638.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.00%		5.00%		5.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		457.00		448.48		456.98
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		9,092,162.00		8,560,534.00		8,692,744.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		9,092,162.00		8,560,534.00		8,692,744.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		363,686.48		342,421.36		347,709.76
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		87,000.00		87,000.00		87,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		363,686.48		342,421.36		347,709.76
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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	886.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					886.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					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		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					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								
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
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								
Other Sources/Uses 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
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	886.00	886.00	0.00	0.00

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

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

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

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	457.00
District's ADA Standard Percentage Level:	**2.0%**

1A. Calculating the District's ADA Variances

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	464	461		
Charter School				
Total ADA	**464**	**461**	**0.6%**	**Met**
Second Prior Year (2022-23)				
District Regular	455	466		
Charter School				
Total ADA	**455**	**466**	**N/A**	**Met**
First Prior Year (2023-24)				
District Regular	459	470		
Charter School		0		
Total ADA	**459**	**470**	**N/A**	**Met**
Budget Year (2024-25)				
District Regular	472			
Charter School	0			
Total ADA	**472**			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 457.0

District's Enrollment Standard Percentage Level: **2.0%**

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	447	469		
Charter School				
Total Enrollment	**447**	**469**	**N/A**	**Met**
Second Prior Year (2022-23)				
District Regular	461	488		
Charter School				
Total Enrollment	**461**	**488**	**N/A**	**Met**
First Prior Year (2023-24)				
District Regular	481	496		
Charter School				
Total Enrollment	**481**	**496**	**N/A**	**Met**
Budget Year (2024-25)				
District Regular	485			
Charter School				
Total Enrollment	**485**			

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	444	469	
Charter School		0	
Total ADA/Enrollment	**444**	**469**	**94.6%**
Second Prior Year (2022-23)			
District Regular	466	488	
Charter School	0		
Total ADA/Enrollment	**466**	**488**	**95.5%**
First Prior Year (2023-24)			
District Regular	470	496	
Charter School			
Total ADA/Enrollment	**470**	**496**	**94.8%**
		Historical Average Ratio:	95.0%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.5%**

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2024-25)				
District Regular	457	485		
Charter School	0			
Total ADA/Enrollment	**457**	**485**	**94.2%**	**Met**
1st Subsequent Year (2025-26)				
District Regular	448	475		
Charter School				
Total ADA/Enrollment	**448**	**475**	**94.4%**	**Met**
2nd Subsequent Year (2026-27)				
District Regular	457	484		
Charter School				
Total ADA/Enrollment	**457**	**484**	**94.4%**	**Met**

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

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

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

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

Projected LCFF Revenue

		Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	471.50	472.60	466.55	460.59
b.	Prior Year ADA (Funded)		471.50	472.60	466.55
c.	Difference (Step 1a minus Step 1b)		1.10	(6.05)	(5.96)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		.23%	(1.28%)	(1.28%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		6,289,301.00	6,441,473.00	6,382,027.00
b1.	COLA percentage		0.00%	0.00%	0.00%
b2.	COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			.23%	(1.28%)	(1.28%)
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-0.77% to 1.23%**	**-2.28% to -0.28%**	**-2.28% to -0.28%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	1,045,019.00	997,635.00	997,635.00	997,635.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

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

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

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	6,289,301.00	6,441,473.00	6,382,027.00	6,248,900.00
District's Projected Change in LCFF Revenue:		2.42%	(.92%)	(2.09%)
LCFF Revenue Standard		**-0.77% to 1.23%**	**-2.28% to -0.28%**	**-2.28% to -0.28%**
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

The UPP increased over 3%. 2024-25 is based on prior year, however, the ADA is higher due to NPS annual budgeted increase in ADA.

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2021-22)	3,188,340.96	4,140,788.11	77.0%
Second Prior Year (2022-23)	3,357,547.83	4,567,928.16	73.5%
First Prior Year (2023-24)	3,809,294.00	5,273,510.00	72.2%
		Historical Average Ratio:	74.2%

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**70.2% to 78.2%**	**70.2% to 78.2%**	**70.2% to 78.2%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2024-25)	3,700,958.00	5,319,827.00	69.6%	Not Met
1st Subsequent Year (2025-26)	3,931,956.00	5,250,869.00	74.9%	Met
2nd Subsequent Year (2026-27)	4,031,614.00	5,356,009.00	75.3%	Met

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

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

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

Explanation:
(required if NOT met)

The percentage is not met in 2024-25 due to budgeting $320,000 for a new bus. Without the bus expenditure the percent would be 74.02%.

6. **CRITERION: Other Revenues and Expenditures**

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.23%	(1.28%)	(1.28%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.77% to 10.23%**	**-11.28% to 8.72%**	**-11.28% to 8.72%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.77% to 5.23%	-6.28% to 3.72%	-6.28% to 3.72%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2023-24)	950,807.00		
Budget Year (2024-25)	375,451.00	(60.51%)	Yes
1st Subsequent Year (2025-26)	373,971.00	(.39%)	No
2nd Subsequent Year (2026-27)	374,544.00	.15%	No

Explanation: (required if Yes) ESSER/COVID funding sources ended in 2023-24

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	1,072,505.00		
Budget Year (2024-25)	984,553.00	(8.20%)	Yes
1st Subsequent Year (2025-26)	981,746.00	(.29%)	No
2nd Subsequent Year (2026-27)	982,419.00	.07%	No

Explanation: (required if Yes) The decrease in 2024-25 is due to the UPK Grant ending.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	676,859.00		
Budget Year (2024-25)	552,580.00	(18.36%)	Yes
1st Subsequent Year (2025-26)	531,580.00	(3.80%)	No
2nd Subsequent Year (2026-27)	516,580.00	(2.82%)	No

Explanation: (required if Yes) In 2024-25 interest was reduced $25,000; the local CEI grant wasn't budgeted (budgeting when received) and a SELPA subsidy of $43,000 was taken out.

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

First Prior Year (2023-24)	680,343.00		
Budget Year (2024-25)	544,255.00	(20.00%)	Yes
1st Subsequent Year (2025-26)	557,975.00	2.52%	No
2nd Subsequent Year (2026-27)	542,614.00	(2.75%)	No

Explanation: (required if Yes)
There are no textbook adoptions for 2024-25. Curriculum that was not being fully utilized was eliminated or replaced.

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

First Prior Year (2023-24)	2,004,986.00		
Budget Year (2024-25)	2,232,143.00	11.33%	Yes
1st Subsequent Year (2025-26)	2,176,643.00	(2.49%)	No
2nd Subsequent Year (2026-27)	2,220,176.00	2.00%	No

Explanation: (required if Yes)
The increase in 2024-25 is mainly due to contracting out business services, contracting for a music teacher and contracting with the MVJPA for additional services for Community Day School with the LCFF Equity funding.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2023-24)	2,700,171.00		
Budget Year (2024-25)	1,912,584.00	(29.17%)	Not Met
1st Subsequent Year (2025-26)	1,887,297.00	(1.32%)	Met
2nd Subsequent Year (2026-27)	1,873,543.00	(.73%)	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2023-24)	2,685,329.00		
Budget Year (2024-25)	2,776,398.00	3.39%	Met
1st Subsequent Year (2025-26)	2,734,618.00	(1.50%)	Met
2nd Subsequent Year (2026-27)	2,762,790.00	1.03%	Met

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

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

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

Explanation: Federal Revenue (linked from 6B if NOT met)
ESSER/COVID funding sources ended in 2023-24

Explanation: Other State Revenue (linked from 6B if NOT met)
The decrease in 2024-25 is due to the UPK Grant ending.

Explanation: Other Local Revenue (linked from 6B if NOT met)
In 2024-25 interest was reduced $25,000; the local CEI grant wasn't budgeted (budgeting when received) and a SELPA subsidy of $43,000 was taken out.

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

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

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

7. CRITERION: Facilities Maintenance

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

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

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

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

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

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	8,904,898.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	8,904,898.00	267,146.94	430,236.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

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

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	375,000.00	495,136.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	356,787.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	356,787.00	375,000.00	495,136.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	7,135,725.92	7,496,391.43	9,899,979.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	7,135,725.92	7,496,391.43	9,899,979.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.0%	5.0%	5.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.7%**	**1.7%**	**1.7%**

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	160,123.32	4,203,028.11	N/A	Met
Second Prior Year (2022-23)	1,230,495.37	4,567,928.16	N/A	Met
First Prior Year (2023-24)	(388,343.00)	5,274,396.00	7.4%	Not Met
Budget Year (2024-25) (Information only)	(99,201.00)	5,319,827.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

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

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

District Estimated P-2 ADA (Form A, Lines A6 and C4):	458
District's Fund Balance Standard Percentage Level:	**1.3%**

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2021-22)	624,920.00	883,892.86	N/A	Met
Second Prior Year (2022-23)	1,004,137.00	1,044,016.18	N/A	Met
First Prior Year (2023-24)	1,522,129.00	2,274,510.00	N/A	Met
Budget Year (2024-25) (Information only)	1,886,167.00			

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

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

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

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

Explanation:
(required if NOT met)

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

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

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

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2024-25)	3,068,680.00	Met

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

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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

Percentage Level	District ADA
5% or $87,000 (greater of)	0 to 300
4% or $87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

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

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	457	448	457
District's Reserve Standard Percentage Level:	**4%**	**4%**	**4%**

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

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

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

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

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	9,092,162.00	8,560,534.00	8,692,744.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	9,092,162.00	8,560,534.00	8,692,744.00
4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	363,686.48	342,421.36	347,709.76
6.	Reserve Standard - by Amount			

	($87,000 for districts with 0 to 1,000 ADA, else 0)	87,000.00	87,000.00	87,000.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**363,686.48**	**342,421.36**	**347,709.76**

10C. Calculating the District's Budgeted Reserve Amount

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

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	455,000.00	428,028.00	434,638.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	455,000.00	428,028.00	434,638.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.00%	5.00%	5.00%
	District's Reserve Standard (Section 10B, Line 7):	**363,686.48**	**342,421.36**	**347,709.76**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

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

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

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

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

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

Forest Reserve - would not significantly impact budget

S5. Contributions

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

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

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

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(1,618,581.00)			
Budget Year (2024-25)	(1,393,701.00)	(224,880.00)	(13.9%)	Not Met
1st Subsequent Year (2025-26)	(1,396,518.00)	2,817.00	.2%	Met
2nd Subsequent Year (2026-27)	(1,428,551.00)	32,033.00	2.3%	Met
1b. Transfers In, General Fund *				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2023-24)	886.00			
Budget Year (2024-25)	0.00	(886.00)	(100.0%)	Met
1st Subsequent Year (2025-26)	10,000.00	10,000.00	New	Met
2nd Subsequent Year (2026-27)	20,000.00	10,000.00	100.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met) 2023-24 had a one-time contribution to a locally restricted program.

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

Explanation: (required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2024
Leases	5	Fund 01, object 8011 - Copiers	7438,7439	54,626
Certificates of Participation				
General Obligation Bonds	16	Funds 51 & 52	7433,7434	4,622,134
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Various		60,000
Other Long-term Commitments (do not include OPEB):				
Premium on Bond	16	Funds 51 & 52	7433,7434	136,994
Energy Project Loan	19	Fund 01, 8011	7438,7439	1,011,000
TOTAL:				5,884,754

Type of Commitment (continued)	Prior Year (2023-24) Annual Payment (P & I)	Budget Year (2024-25) Annual Payment (P & I)	1st Subsequent Year (2025-26) Annual Payment (P & I)	2nd Subsequent Year (2026-27) Annual Payment (P & I)
Leases	17,182	17,182	17,182	17,182
Certificates of Participation				
General Obligation Bonds	358,209	358,209	358,209	358,209
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Premium on Bond	12,641	12,641	12,641	12,641
Energy Project Loan	55,765	51,340	53,860	58,210
Total Annual Payments:	443,797	439,372	441,892	446,242
Has total annual payment increased over prior year (2023-24)?		**No**	**No**	**Yes**

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

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

Increase will be funded with LCFF, the Energy Project that was done should reduce cost of utilities and help any increase in payments.

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

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

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

No

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

Explanation: (required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits: — Based on number of years the employee has worked for the district.

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

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

Self-Insurance Fund	Governmental Fund
0	165,336

4. OPEB Liabilities

a. Total OPEB liability	264,666.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	264,666.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2023

5. OPEB Contributions

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	32,707.00	32,707.00	32,707.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	12,585.00	12,585.00	12,585.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	12,585.00	12,585.00	12,585.00
d. Number of retirees receiving OPEB benefits	4.00	2.00	1.00

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

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

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

No

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

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

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

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

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

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	31.0	29.0	29.0	29.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

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

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

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

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

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

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	22232		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases	64,464	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	462683	485817	510107
3.	Percent of H&W cost paid by employer	70.3%	66.9%	63.7%
4.	Percent projected change in H&W cost over prior year	(4.8%)	(4.8%)	(4.8%)

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	43,300	34,241	44,112
3.	Percent change in step & column over prior year	13.4%	(20.9%)	28.8%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	No	No

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	27.0	27.875	27.875	27.875

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

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

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

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

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

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

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	12,818		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases	38,457	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	No	No
2.	Total cost of H&W benefits	229,437	240,908	252,954
3.	Percent of H&W cost paid by employer	72.8%	69.3%	66.0%
4.	Percent projected change in H&W cost over prior year	(4.8%)	(4.8%)	(4.8%)

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	34,470	38,456	39,726
3.	Percent change in step & column over prior year	24.1%	11.6%	3.3%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	No	No

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	8.5	6.625	6.625	6.625

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, complete question 2.
If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

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

Negotiations Settled

2. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits — 6,805

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
4. Amount included for any tentative salary schedule increases	20,418	0	0

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	101,281	106,345	111,662
3. Percent of H&W cost paid by employer	68.7%	65.5%	62.3%
4. Percent projected change in H&W cost over prior year	(4.8%)	(4.8%)	(4.8%)

Management/Supervisor/Confidential
Step and Column Adjustments

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Are step & column adjustments included in the budget and MYPs?	Yes		Yes
2. Cost of step and column adjustments	10,709	11,187	10,118
3. Percent change in step & column over prior year		4.5%	(9.6%)

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Are costs of other benefits included in the budget and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 28, 2024

S10. LCAP Expenditures

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

DATA ENTRY: Click the appropriate Yes or No button.

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

ADDITIONAL FISCAL INDICATORS

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

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

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

District: Happy Valley Union Elem School District
CDS #: 45-70011

Adopted Budget
2024-25 Budget Attachment
Balances Above Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances Above the Minimum Recommended Reserves

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

Combined Assigned and Unassigned/unappropriated Fund Balances
Objects 9780/9789/9790

Form	Fund	2024-25	2025-26	2026-27
01	General Fund/County School Service Fund	$1,766,247.00	$1,646,060.00	$1,236,395.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	$0.00	$0.00
	Total Assigned and Unassigned Ending Fund Balances	$1,766,247.00	$1,646,060.00	$1,236,395.00
	District Standard Reserve Level	4%	4%	4%
	Less District Minimum Reserve for Economic Uncertainties	$363,687.00	$342,422.00	$347,710.00
	Remaining Balance to Substantiate Need	$1,402,560.00	$1,303,638.00	$888,685.00

Reasons for Fund Balances Above the Minimum Reserve for Economic Uncertainties

Form	Fund	Description of Need	2024-25	2025-26	2026-27
01	General Fund	Unrestricted Lottery	$122,167.00	$97,000.00	$97,000.00
01	General Fund	Deferred Maintenance	$100,000.00	$100,000.00	$100,000.00
01	General Fund	LCAP-Supplemental	$567,541.00	$567,541.00	$417,541.00
01	General Fund	LCAP - Concentration	$8,493.00	$11,641.00	$0.00
01	General Fund	Declining Enrollment / Cash Flow	$388,046.00	$316,850.00	$87,215.00
01	General Fund	Fundraising/Ecology Camp	$0.00	$0.00	$0.00
01	General Fund	Technology	$50,000.00	$50,000.00	$50,000.00
01	General Fund	Special Ed	$50,000.00	$50,000.00	$50,000.00
01	General Fund	Independent Study Audit	$25,000.00	$25,000.00	$0.00
01	General Fund	District EUR - 1%	$91,313.00	$85,606.00	$86,929.00
		Total of Substantiated Needs	$1,402,560.00	$1,303,638.00	$888,685.00
		Remaining Unsubstantiated Balance	**$0.00**	**$0.00**	**$0.00**

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

HAPPY VALLEY UNION SCHOOL DISTRICT Est.1954

Happy Valley Elementary School District
Board of Trustees

Regular Board Meeting Minutes

May 8, 2024
Happy Valley Elementary Conference Room – Open Session – 5:00 p.m./Closed Session 5:05 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 @ 5:01 p.m.

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

3.0 Approval of Closed Session

On a motion by Jodi Shearman, seconded by Carla Perry, the board voted 5-0 to approve the Closed Session Agenda.

4.0 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.

4.1 Public Comment Session Opened @ 5:01 p.m.
4.2 Person wishing to address the Board – None
4.3 Public Comment Session Closed @ 5:01 p.m.

On a motion by Cheryl Best, seconded by Carla Perry, the board voted 5-0 to adjourn Open Session and convene Closed Session at 5:01 p.m.

CLOSED SESSION - 5:05 PM Elementary Conference Room

5.0 Closed Session

5.1 Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section §54957)
5.2 Public Employment – Superintendent/Primary School Principal (Government Code Section §54957)

6.0 Adjourn Closed Session and Convene Open Session

On a motion by Carla Perry, seconded by Jodi Shearman, the board voted 5-0 to adjourn Closed Session and convene Open Session at 6:09 p.m.

****Cheryl Best stepped out at 6:12 p.m.**

OPEN SESSION – 6:00 PM Elementary Cafeteria

7.0 Call to Order at 6:13 p.m.

8.0 Pledge of Allegiance – Led by Nate Echols

9.0 Report from Closed Session - None

10.0 Approval of Agenda –

Carla Perry asked for the warrants to be removed from the Consent Agenda and moved to the Discussion/Action section.

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

11.0 Presentation – Students and Staff – Primary Students: Charlotte Fish, Matthew Frazer
Primary Staff: Tammy Jacobs, Jordan Hansen, Suzanna Flower, Rosanne Blevins

Elementary Students: Autumn Shaw; Emma Brousseau
Elementary Staff: Paula Ondricek; Corey Francescut

Primary Students: Charlotte Fish; Cadence Leach
Primary Staff: Kylee Gurwell

Acknowledgement of Staff members leaving the District: Luke Westaby, Paula Ondricek, and Roxanne Voorhees

****Cheryl Best returned at 6:34 p.m.**

12.0 Information/Discussion Items

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

a) Community – 4-H held the Western Classic. 1700 Shooters participated; there is a Go Fund Me account and a meal train set up for Sandi Garcia; Greg Hauberg talked to the board about Drama and his concerns with items being moved into containers over the summer.
b) Certificated Staff – None
c) Classified Staff – None
d) Board Members – None
e) Primary Site Update – Gina Murphy reported the following: all grade level end of the year field trips are taking place; CASSPP testing will take place next week; activities including the Literacy Fair, TK/Kindergarten Round-up, the Book Fair have happened or are upcoming; ELOP activities have included Rodeo attendance and a trip to the San Francisco Exploratorium (due to the A's game rainout).

f) Elementary Site Update – Tim Drury reported the following: 8th graders will be going to Kidder Creek next week; CASSPP testing has begun; the Baseball team closed out their season with the most wins in a season; Track has begun; staff members attended the CEI conference and had an opportunity to see what other districts are doing with their programs; upcoming events include the Strawberry Festival, 3rd grade invasion day and a trip to the Rivercats game.

13.0 Communications to the Board – None

14.0 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.

14.1 Public Comment Session Opened @ 7:02 p.m.
14.2 Items on the Agenda – None
14.3 Items not on the Agenda – Parents spoke to the Board on Tim Drury's behalf.
14.4 Public Comment Session Closed @ 7:09 p.m.

15.0 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.**

15.1 Approval of Minutes for Regular Board Meeting April 10, 2024
15.2 ~~Approval of Warrants March 29, 2024 – May 3, 2024~~ (moved to Discussion/Action Item 17.4)

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

16.0 Personnel:

16.1 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.

17.0 Discussion/Action Items

17.1 Discussion/Action: Approve 2023/2024 Teacher Consent Form

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

17.2 Discussion/Action: Approve March Updated Board Policies (Board waives 2nd reading)

On a motion by Carla Perry, seconded by Billy Soksoda, the board voted 5-0 to approve all non-optional policies with optional policies being tabled until June.

17.3 Discussion/Action: Approve meeting times for June Board Meetings

After discussion among the board members meeting times chosen were: 5:00 p.m. on June 25th for regular open session with closed session to follow and 9:00 a.m. on June 28th for the special board meeting.

On a motion by Jodi Shearman, seconded by Carla Perry, the board voted 5-0 to approve the meeting times for the June Board meetings.

17.4 Discussion/Action: Warrants (pulled from Consent Agenda)

Carla Perry inquired about late fees on the warrant report; the Project Share in-kind and the description for the dirt work that was paid and what was included in the cost.

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

18.0 Superintendent Update – Helen Herd reported the following: interviews for the elementary secretary position took place today and tomorrow May 9th interviews will take place for multiple credentialed positions; Kathy Wheeler (retired admin from Red Bluff) will be the contact for needs that require a superintendent response.

19.0 Business Manager Update – Roxanne Voorhees reported the following: Julie Tirado will be presenting the 2024/2025 budget at the June board meeting; she has met with Beth Roberts and brought her up to speed in regards to the district financials; lastly, there has been some challenges with finding the utility lines at the primary site for the TK/K Facilities project.

20.0 Enrollment Update as of May 3, 2024 – 495 Grades TK-8 (includes Community Day School and Independent Study)

21.0 Next Meetings

June 25, 2024 – Regular Board Meeting
June 28, 2024 – Special Board Meeting

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

22.0 Adjourn Open Session

On a motion by Cheryl Best, seconded by Carla Perry, the board voted 5-0 to adjourn open session @ 7:31 p.m.

Approved June 25, 2024

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Clerk of the Board

Happy Valley Elementary School District
Board of Trustees
Special Board Meeting Minutes
Superintendent/Primary School Principal Interviews
May 15, 2024
Happy Valley Independent Study Building
16300 Cloverdale Rd. Anderson, CA 96007

OPEN SESSION – 8:35 A.M.

1.0 Call to Order @ 8:52 a.m.

2.0 Roll Call – Nate Echols**,** Jodi Shearman, Carla Perry – Present

3.0 Pledge of Allegiance let by Nate Echols

4.0 Approval of Agenda

On a motion by Carla Perry, seconded by Jodi Shearman, the board voted 3-0 to approve the agenda.

5.0 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.

5.1 Public Comment Session Opened @ 8:53 a.m.
5.2 Person wishing to address the Board – None
5.2 Public Comment Session Closed @ 8:53 a.m.

On a motion by Jodi Shearman, seconded by Carla Perry, the board voted 3-0 to adjourn Open Session and convene Closed Session at 8:54 a.m.

CLOSED SESSION – 8:45 A.M.

6.0 Discussion/Action Items

6.1 Discussion/Action: Public Employment (Government Code Section §54957)
Superintendent: Interviews

7.0 Adjourn Closed Session and Convene Open Session

On a motion by Carla Perry, seconded by Jodi Shearman, the board voted 3-0 to adjourn Closed Session and convene Open Session at 3:50 p.m.

8.0 Report from Closed Session

The board selected two candidates who will be invited to a second interview.

9.0 Adjournment of Special Board Meeting

On a motion by Carla Perry, seconded by Jodi Shearman, the board voted 3-0 to adjourn open session @ 3:51 p.m.

Approved June 25, 2024

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Clerk of the Board

Happy Valley Elementary School District
Board of Trustees
Special Board Meeting Minutes
Superintendent/Primary School Principal Interviews
May 22, 2024
Happy Valley District Office
16300 Cloverdale Rd. Anderson, CA 96007

OPEN SESSION – 4:15 P.M.

1.0 Call to Order @ 4:18 p.m.

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

3.0 Pledge of Allegiance let by Nate Echols

4.0 Approval of Agenda

On a motion by Carla Perry, seconded by Cheryl Best, the board voted 4-0 to approve the agenda.

5.0 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.

5.1 Public Comment Session Opened @ 4:20 p.m.
5.2 Person wishing to address the Board – None
5.3 Public Comment Session Closed @ 4:20 p.m.

6.0 Discussion/Action Items

6.1 Discussion/Action: Approve Bus purchase

On a motion by Carla Perry, seconded by Cheryl Best, the board voted 4-0 to approve the bus purchase.

6.2 Discussion/Action: Approve Warrant Signature Card

On a motion by Cheryl Best, seconded by Carla Perry, the board voted 4-0 to approve the warrant signature card.

7.0 Adjourn Open Session and Convene Closed Session

On a motion by Cheryl Best, seconded by Carla Perry, the board voted 4-0 to adjourn Open Session and convene Closed Session at 4:46 p.m.

CLOSED SESSION – 5:00 P.M.

8.0 Discussion/Action Items

8.1 Discussion/Action: Public Employment (Government Code Section §54957) Superintendent - Interviews

9.0 Adjourn Closed Session and Convene Open Session

On a motion by Carla Perry, seconded by Cheryl Best, the board voted 4-0 to Adjourn Closed Session and Convene Open Session at 7:54 p.m.

10.0 Report from Closed Session

On a motion by Carla Perry, seconded by Billy Soksoda, the board voted 4-0 to offer a contract for the Superintendent/Primary School position.

Nate Echols – Aye; Carla Perry – Aye; Cheryl Best – Aye; Billy Soksoda - Aye

11.0 Adjournment of Special Board Meeting

On a motion by Cheryl Best, seconded by Billy Soksoda, the board voted 4-0 to adjourn open session @ 7:56 p.m.

Approved June 25, 2024

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Clerk of the Board

Checks Dated 05/06/2024 through 06/21/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010999964	05/09/2024	ACCU-PRINT	01-5801	PRINTS L. CARTER		18.00
9010999965	05/09/2024	ACE HARDWARE - HOME OFFICE	01-4510	IRRIGATION ELEM BALL FIELD		87.31
9010999966	05/09/2024	Amazon Capital Services	01-4310	OFFICE SUPPLIES PRIMARY	7.85	
				PRIMARY OFFICE SUPPLIES/PENS FOR MARLENE	142.72	
			01-4510	CABLES FOR HVE CONF ROOM	34.82	
				CLASSROOM SUPPLIES RUSSELL	397.26	
				PRIMARY OFFICE SUPPLIES/PENS FOR MARLENE	15.68	
				SUPPLIES FOR AFTERSCHHOL ACTIVITIES-ELOP	77.53	
				SUPPLIES FOR AFTERSCHOOL TRIPS-ELOP	764.80	1,440.66
9010999967	05/09/2024	CALIF SAFETY - ANNA SCHWA RTZ	01-5620	ALARM MO LEASE APR 24	50.00	
			01-5801	ELEM ALARM MON APR 24	272.50	
				FAM CNTR ALARM MON APR 24	65.00	
				PRESCHOOL ALARM MON APR 24	52.50	
				PRIMARY ALARM MON APR 24	180.00	
				REPLACED WIRING RM 16 ELEM	172.50	792.50
9010999968	05/09/2024	CASBO	01-5310	ORG SUBSCRIPTION 24/25		1,750.00
9010999969	05/09/2024	CINTAS	01-5801	AED AGREEMENT	212.36	
				AED BASEBALL FIELD AGREEMENT	109.40	321.76
9010999970	05/09/2024	LOUCKS LANDSCAPE SUPPLY	01-4510	ROCKS FOR CONTAINER PADS		2,493.99
9010999971	05/09/2024	MITCH HOKANSON	01-5801	7' TALL WOOD CARVING OF VIKING MASCOT		3,000.00
9010999972	05/09/2024	MMA Happy Valley Power, L.P. c /o EDPR NA Distr. Gen	01-5515	APR 24 SOLAR SVC ELEM	4,402.65	
				APR 24 SOLAR SVC PRIM/FAM CNTR	2,528.93	6,931.58
9010999973	05/09/2024	MOUNTAIN VALLEY SPED JPA	01-5101	ERHMS COUNSELOR	2,687.85	
				ERICS CLASS	9,740.89	
				K-8 ALL ADC	12,369.51	
				MEDICALLY FRAGILE	1,870.40	
				OT SVCS	4,521.20	
				PRESCHOOL MOD SEVERE	2,257.65	
				PSYCH SVCS	4,417.53	
				SPEECH SVCS	17,299.86	
				SUPPORT SVCS-BCBA	1,351.46	
			01-5805	NURSING SVCS	2,317.92	
				SPECIAL ED ADMIN COSTS	5,681.89	

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 05/06/2024 through 06/21/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010999973	05/09/2024	MOUNTAIN VALLEY SPED JPA	01-5805	SPED ASSESSMENT T. TIDWELL	387.20	64,903.36
9010999974	05/09/2024	PAINT MARTS	01-4510	INTERIOR PAINT DISTRICT/MAINTNANCE		242.73
9010999975	05/09/2024	PG&E	01-5515	PRIMARY ELEC SVC APR 24		22.37
9010999976	05/09/2024	Professional Exterminators	01-5510	MAY 24 PEEST EVC ELEM	90.00	
				MAY 24 PEST SVC PRIMARY	70.00	160.00
9010999977	05/09/2024	SETPOINT REFRIGERATION & HVAC	01-5630	WALKIN COOLER DOOR GASKET ELEM		592.78
9010999978	05/09/2024	Spectrum Center, Inc.	01-5101	APR 24 NPS PAYMENT		8,500.00
9010999979	05/09/2024	TTF HOLDINGS LOCKBOX	01-5101	SIGN LANGUAGE INTERPRETER		3,080.39
9010999980	05/09/2024	U.S. BANK CORP PAYMENT SYSTEMS	01-4310	J. MORGAN SCI OF READING PROF DEV	65.00	
				TEST BOOKLETS KTEA	230.05	
			01-4510	AFTERSCHHOL SUPPLIES ELOP	13.41	
				AFTERSCHOOL PARTY ELOP	56.60	
				AFTERSCHOOL SUPPLIES ELOP	348.57	
				ART SUPPLIES FTERSCHOOL PROJECT ELOP	117.08	
				CLASS PARTY FREUND	115.72	
				DISTRICT OFFICE SUPPLIES	292.69	
				FIELD TRIP BLUE LAKE GAS FOR VAN	122.15	
				GARDENING SUPPLIES ELOP	46.59	
				LUNCH AMBASSADORS ELEM	138.08	
				LUNCH FOR TEACHER INTERVIEWS	50.82	
				PROJECT SUPPLIES ELOP	52.50	
				WEL WOOD ELOP	12.79	
			01-4710	FOOD FOR RODEO ATTENDEES ELOP	498.32	
				LITERACY FAIR	187.84	
				LUNCH ELOP	205.42	
				LUNCH SPRING BREAK CAMP ELOP	453.96	
				SNACKS & LUNCH FOR WEEK ELOP	454.85	
			01-5210	SOUTHWEST UPGRADE K. SMOTSKI	20.01	
				SOUTHWEST UPGRADE T. DRURY	20.01	
				STN EXPO R. BARRIE REGISTRATION	404.00	
			01-5310	ADOBE MONTHLY SUBSCRIPTION	29.99	
				AMAZON MONTHLY SUBSCRIPTION	16.08	
			01-5801	A'S TICKETS FIELD TRIP ELOP	1,800.00	
				ALADDIN FIELD TRIP ELOP	286.50	
				ALADDIN FIELD TRIP TIX #2 ELOP	272.00	
				FOOD COURSE TRAINING	99.00	
				KINGS GAME ELOP	1,920.00	

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 05/06/2024 through 06/21/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010999980	05/09/2024	U.S. BANK CORP PAYMENT SYSTEMS	01-5801	PROJECT SUPPLIES ELOP	128.54	
				RIVER CATS TICKETS FIELD TRIP ELOP	1,460.00	
			01-5814	SUPERINTENDENT JOB POSTING	95.00	
			13-4510	GAS KITCHEN VAN	54.37	
			13-4710	BEANS CORN ONION FRUIT STUDENT MEALS	357.23	
				CORNBREAD SUPPLIES	21.96	
				CORNSTARCH	8.97	
				FOOD CONTAINERS PARING KNIFE LETTUCE	108.26	
				MUFFINS SUPPLIES FOR FIELD TRIP	44.96	
			13-4790	FOOD CONTAINERS PARING KNIFE LETTUCE	141.50	
				SUPPLIES FOR PAINTING FREEZER DOOR ELEM	45.93	10,796.75
9010999981	05/09/2024	US OMNI & TSACG COMPL SVCS INC	01-5801	MAY 24 RETIREMENT PLAN SVC		15.00
9010999982	05/09/2024	VALLEY PACIFIC PETROLEUM SVCS	01-4601	APR 24 BUS FUEL		1,450.13
9010999983	05/09/2024	VARSITY YEARBOOK	01-4510	YEARBOOKS PRIMARY		825.52
9011000795	05/16/2024	Amazon Capital Services	01-4510	VIKING VOUCHER SUPPLIES		319.59
9011000796	05/16/2024	AUTUMN SLOTE	01-4510	REIMBURSEMENT FOR HYGIENE DEMO KITS		37.37
9011000797	05/16/2024	CASADY-SEAY, LLANA S	01-5211	MILEAGE FEB, MAR, APR		329.64
9011000798	05/16/2024	CDW GOVERNMENT	01-4410	CHROMEBOOKS/ COMM SCHOOLS		1,824.48
9011000799	05/16/2024	CLEAR CREEK COMMUNITY SERVICE	01-5550	WTR SVC BALLPARK APR 24	105.34	
				WTR SVC BUS BARN APR 24	16.25	
				WTR SVC ELEM PKG LOT APR 24	102.82	
				WTR SVC PRIMARY APR 24	150.46	374.87
9011000800	05/16/2024	EMPLOYMENT DEVELOPMENT DEPT	01-3501	Q1 2024 SUI LEC	153.00	
			01-3502	Q1 2024 SUI LEC	467.10	620.10
9011000801	05/16/2024	GILES LOCK & SEC SYSTEMS INC	01-5630	LOCK REPAIR ELEM		15.00
9011000802	05/16/2024	HAPPY STOP MARKET	01-4601	FUEL VANS & BUSES	1,758.91	
			13-4510	FUEL VANS & BUSES	55.66	1,814.57
9011000803	05/16/2024	HAPPY VALLEY FRESH FTS	13-4710	FRUIT STUDENT MEALS		408.00
9011000804	05/16/2024	ISOM ADVISORS DIVISION OF URBAN FUTURES, INC	01-5801	CONT. DISCLOSURE FILING SVCS FY 22-23		2,950.00
9011000805	05/16/2024	LAUNDRY WORLD	01-4510	JANITORIAL SUPPLIES PRIMARY ELEM		1,505.34
9011000806	05/16/2024	MENDES SUPPLY COMPANY	01-4510	CLEANER PRIMARY & ELEM		279.46
9011000807	05/16/2024	MOUNTAIN VALLEY SPED JPA	01-5101	REPORTS FOR T. CARDIFF		835.44

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Checks Dated 05/06/2024 through 06/21/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011000808	05/16/2024	PAPE MACHINERY	01-4510	TRACTOR PARTS		303.96
9011000809	05/16/2024	PG&E	01-5515	APR 24 ELEC SVC ELEM CLSRMS	29.10	
				APR 24 ELEC SVC ELEM MAIN	23.82	
				APR 24 ELEC SVC LAMP PRIMARY	11.19	
				APR 24 ELEC SVC LAMPS ELEM	67.13	
				APR 24 ELEC SVC PRIMARY	24.64	
				ELEC SVC BUS BARN APR 24	485.89	
				ELEC SVC FAM CNTR APR 24	24.64	666.41
9011000810	05/16/2024	PRODUCERS DAIRY FOODS, INC.	13-4710	MILK DELIVERY ELEM	431.60	
				MILK DELIVERY PRIMARY	599.20	1,030.80
9011000811	05/16/2024	PROPACIFIC FRESH	13-4710	STUDENT MEAL SUPPLIES		808.58
9011000812	05/16/2024	SHASTA CO OFFICE OF EDUCATION	01-5801	DOC TRACKING SVC		780.00
9011000813	05/16/2024	SHASTA WELDING SUPPLY INC	01-5610	MAY 24 CYLINDER RENTAL		25.00
9011000814	05/16/2024	SMITH, KIMBERLY L	01-5930	NEXT DAY CERTIFIED MAIL STUDENT MEDS		33.43
9011000815	05/16/2024	SNYDER, LARRA	01-5210	RESOURCE MANAGEMENT PROCUREMENT CONF		276.95
9011000816	05/16/2024	TEAMSTERS RETIREE TRUST	01-9559	MAY 24 WADOWSKI RETIREE INS		480.00
9011000817	05/16/2024	THE DANIELSEN COMPANY	13-4710	STUDENT MEAL SUPPLIES		996.19
9011000818	05/16/2024	TTF HOLDINGS LOCKBOX	01-5101	SIGN LANGUAGE INTERPRETER		2,591.44
9011000819	05/16/2024	VALLEY SUPPLY ACE HARDWARE	01-4510	PLUMBING REPIAR ELEM		53.11
9011000820	05/16/2024	VALLEY TIRE INC	01-5630	VAN TIRE		22.00
9011000821	05/16/2024	WASTE MANAGEMENT ANDERSON COTTONWOOD DISPOSAL	01-5545	APR GARBAGE SVC ELEM		1,076.47
9011001618	05/23/2024	A PLUS SAFETY	35-6210	LOCATE UTILITIES		2,360.00
9011001619	05/23/2024	ACE HARDWARE - HOME OFFICE	01-4510	MAINTENANCE PARTS	73.45	
				SWAMP COOLER PARTS ELEM	39.85	113.30
9011001620	05/23/2024	Amazon Capital Services	01-4310	PAPER FOR ELOP TIMECARDS	31.08	
				SUPPLIES STAFF RM PRIMARY	200.80	
			01-4510	8TH GRADE AWARDS	78.65	
				HOMELESS SUPPLIES	183.31	
				HOMLESS SUPPLIES	1,831.38	
				MOUSE & PAD BETH DO	38.76	2,363.98
9011001621	05/23/2024	AT&T	01-5910	MAY 24 PHONE SVC		728.97
9011001622	05/23/2024	BLUEINK	01-9330	DOCUSIGN SUBSCRIPTION RENEWAL		1,920.00
9011001623	05/23/2024	CALIFORNIA'S VALUED TRUST ATTN: FIN DEPT	01-9550	JUNE 24 BILLING H&W	45,074.00	
			01-9551	JUNE 24 BILLING H&W	3,857.97	
			01-9559	JUNE 24 BILLING H&W	1,681.67	50,613.64

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011001624	05/23/2024	CDW GOVERNMENT	01-4410	DESKTOP COMPUTER FOR SUPERINTENDENT		1,612.45
9011001625	05/23/2024	CHARTER COMMUNICATIONS	01-5920	INTERNET SVCS MAY 24		513.89
9011001626	05/23/2024	Elevate Youth Solutions	01-5805	STUDENT WELLNESS COACHING 23-24 4TH INSTALL		6,267.25
9011001627	05/23/2024	ELLIOTT-JIMENEZ, GARRETT S	01-5211	MILEAGE HOME & HOSP		36.45
9011001628	05/23/2024	ENTERPRISE AUTO PARTS	01-4510	BUS 219 & 110 PARTS		161.52
9011001629	05/23/2024	HAPPY VALLEY FRESH FTS	13-4710	FRUIT STUDENT MEALS		180.00
9011001630	05/23/2024	HUTCHISON, JASON R	01-4510	CLASSROOM SUPPLIES		177.19
9011001631	05/23/2024	LOZANO SMITH	01-5810	LEGAL SVCS MAY 24		625.00
9011001632	05/23/2024	MURPHY, GINA	01-4510	SUPPLIES FOR PRIM & ELEM COOKIES OPEN HOUSE PRIM		469.07
9011001633	05/23/2024	OUTDOOR CREATIONS, INC.	01-4410	CORNHOLE SET & PING PONG TABLE		16,586.22
9011001634	05/23/2024	PAPER DIRECT	01-4510	8TH GRADE DIPLOMA COVERS		116.85
9011001635	05/23/2024	PITNEY BOWES	01-4510	INK FOR POSTAGE MACHINE	97.91	
			01-5620	POSTAGE APR 24	247.03	344.94
9011001636	05/23/2024	PRODUCERS DAIRY FOODS, INC.	13-4710	MILK DELIVERY ELEM	397.70	
				MILK DELIVERY PRIMARY	494.73	892.43
9011001637	05/23/2024	PROPACIFIC FRESH	13-4710	STUDENT MEAL SUPPLIES		788.62
9011001638	05/23/2024	SHASTA TRINITY SCHLS INS GROUP	01-9552	JUNE 24 VISION INS	877.50	
			01-9559	JUNE 24 VISION INS	112.50	990.00
9011001639	05/23/2024	SPENCER, SHANNON	01-4510	REWARD BOOKS FOR STUDENTS	201.41	
				SUPPLIES FOR REWARD PARTY	12.69	214.10
9011001640	05/23/2024	SYSCO - SACRAMENTO	01-4310	TESTING SNACKS	106.45	
			13-4710	STUDENT MEAL SUPPLIES	1,199.08	1,305.53
9011001641	05/23/2024	TPX COMMUNICATIONS	01-5910	APR 24 PHONE SVC		495.72
9011001642	05/23/2024	TTF HOLDINGS LOCKBOX	01-5101	SIGN LANGUAGE INTERPRETER		2,346.96
9011001643	05/23/2024	US BANK EQUIPMENT FINANCE	01-5801	COPIER SERVICE	968.88	
				LATE FEE MAR 24	222.84	
			01-7439	COPIER LEASE	1,431.84	2,623.56
9011001644	05/23/2024	VALLEY PACIFIC PETROLEUM SVCS	01-4601	MAY 24 BUS FUEL		1,365.75
9011002647	06/04/2024	BLEVINS, ROSANNE A	01-4310	GUM/CAASPP TESTING		188.53
9011002648	06/04/2024	CHRISTY WHITE, INC.	01-5812	23/24 DISTRICT AUDIT-1ST PROGRESS PYMT.		12,116.25
9011002649	06/04/2024	CHROMEBOOKPARTS.COM	01-4510	CHROMEBOOK ADAPTERS		133.96
9011002650	06/04/2024	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5801	FINGERPRINT APPS APRIL 24'		32.00
9011002651	06/04/2024	ELLIOTT-JIMENEZ, GARRETT S	01-5211	HOME & HOSPITAL MILEAGE - MAY 24'		12.06
9011002652	06/04/2024	IEP EVALUATIONS, LLC ATTN:BUSINESS OFFICE	01-5805	SOFTWARE FEES;DISTRICT;CLASSROOM		4,630.50

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Checks Dated 05/06/2024 through 06/21/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011002653	06/04/2024	JAMES J & AMBER L DEPTUCH	25-8681	SCHOOL IMPACT FEE REFUND		7,082.95
9011002654	06/04/2024	N.C.G.T. SECURITY FUND	01-9550	H&W JUNE 2024		19,325.00
9011002655	06/04/2024	PAINT MARTS	01-5801	FINANCE CHRG, 4/25/24		3.64
9011002656	06/04/2024	PITNEY BOWES	01-5620	POSTAGE - MAY 2024		401.00
9011002657	06/04/2024	PRODUCERS DAIRY FOODS, INC.	13-4710	MILK - ELEMENTARY SCHOOL	898.16	
				MILK - PRIMARY SCHOOL	900.67	1,798.83
9011002658	06/04/2024	S.C.S.A.A	01-5210	ADMIN. ASST. DINNER		210.00
9011002659	06/04/2024	SEMINGSON ARCHITECTS INC.	35-6211	10% OF COMPLETED COST OF PROJECT		18,000.00
9011002660	06/04/2024	SHASTA CO OFFICE OF EDUCATION	01-5801	WES FIELD LAB 04/17/24		580.00
9011002661	06/04/2024	SPENCER, SHANNON	01-4310	REIMB. CLSSRM SUPPLY		121.58
9011002662	06/04/2024	VALLEY ACE HARDWARE	01-4510	MAINTENANCE SUPPLY		234.04
9011002663	06/04/2024	VALLEY PACIFIC PETROLEUM SVCS	01-4601	BUS FUEL - MARCH 24'		1,148.97
9011002664	06/04/2024	YOUMAN, ASHLEY K	01-5801	STEAM FIELD TRIP - 06/08/24		300.00
9011004309	06/18/2024	BLUE STAR GAS	01-5525	PROPANE - PRIMARY MAY 24'		1,789.86
9011004310	06/18/2024	CDW GOVERNMENT	01-4510	PROJ. REPLACEMENT LAMPS PRIM/ELEM.		547.05
9011004311	06/18/2024	CLEAR CREEK COMMUNITY SERVICE	01-5550	WATER SRVC. BALLPARK MAY 24'	248.13	
				WATER SRVC. BUS BARN MAY 24'	21.09	
				WATER SRVC. ELEM. PKG LOT MAY 24'	117.59	
				WATER SRVC. PRIMARY MAY 24'	149.57	536.38
9011004312	06/18/2024	Famand Inc. dba Indoor Environ mental Services	01-6220	TK/K BLDG PRJ PROGRESS INVOICE		31,096.88
9011004313	06/18/2024	HAPPY STOP MARKET	01-4601	DISTRICT FUEL (BUS;TRANSPORT;MAINT)	1,628.96	
			13-4510	DISTRICT FUEL (BUS;TRANSPORT;MAINT)	106.61	1,735.57
9011004314	06/18/2024	HAPPY VALLEY FRESH FTS	13-4710	FOOD SRVC. - FRUIT		388.00
9011004315	06/18/2024	LAKESHORE LEARNING MATERIALS	01-4510	UPK CLASSROOM MATERIALS		23,646.73
9011004316	06/18/2024	MENDES SUPPLY COMPANY	01-4510	MAINT. SUPPLY PRIM/ELEM		371.35
9011004317	06/18/2024	NCS PEARSON, INC.	01-4310	BALANCE DUE FROM PO 522300043		45.10
9011004318	06/18/2024	PG&E	01-5515	4/26-5/24 STREET LGHTNG - PRIMARY		22.38
9011004319	06/18/2024	PRODUCERS DAIRY FOODS, INC.	13-4710	MILK - ELEMENTARY	364.81	
				MILK - PRIMARY	512.75	877.56
9011004320	06/18/2024	PROPACIFIC FRESH	13-4710	FOOD SRVC. - MEAL SUPPLY		750.75
9011004321	06/18/2024	SCHOLASTIC BOOK FAIRS	01-4310	ELEM. SCHOOL BOOKFAIR MAY 24'	1,692.41	
				PRIMARY SCHL. BOOKFAIR MAY 24'	3,329.84	5,022.25
9011004322	06/18/2024	SHASTA CO OFFICE OF EDUCATION	01-5801	WES FIELD LAB 5/22/2024		400.00
9011004323	06/18/2024	SHASTA UNION HIGH SCHOOL DIST.	01-5801	23/24 DOMAIN MIGRATION		4,761.35
9011004324	06/18/2024	Simpson University	01-5805	INTER SUPPORT JF;JJ;KS		4,500.00

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9011004325	06/18/2024	THOMAS, SHELBY J	01-4310	REIMB. LIBRARY BOOK PURCHASE		71.65
9011004326	06/18/2024	TOTAL COMPENSATION SYSTEMS INC	01-5801	GASB 75 ACTUARIAL VALUATION		1,530.00
9011004327	06/18/2024	TTF HOLDINGS LOCKBOX	01-5101	SIGN LANGUAGE INTERPRETER		5,598.48
9011004328	06/18/2024	U.S. BANK CORP PAYMENT SYSTEMS	01-3401	BALANCE OVRPYMNT IN JANUARY	867.61-	
			01-4310	EXPLORATORIUM TICKETS (ELOP)	1,247.95	
				LIBRARY BOOKS - ELEMENTARY	136.89	
				SAC. RIVERCATS TICKETS (ELOP)	204.70	
			01-4510	BACKPACKS - ELOP SUPPLY	26.81	
				CLOTHES - ELOP SUPPLY	153.93	
				CREDIT - WATER SRVC. D.O.	6.00-	
				ELEM. OPEN HOUSE FOOD SUPPLY	309.69	
				FIELD TRIP SNACKS (ELOP)	127.08	
				FIELD TRIP SUPPIES (ELOP)	236.68	
				FIELD TRIP SUPPLIES (ELOP)	36.80	
				LITERACY FAIR SUPPLY (ELOP)	340.04	
				LUNCH - SUPT/PRINC INTERVIEWS	80.56	
				MEALS-ALADDIN FIELD TRIP (ELOP)	369.34	
				MEALS-RIVERCATS TRIP (ELOP)	72.00	
				SEAGLASS REST. - MEALS (ELOP)	813.16	
				SNACKS (ELOP)	51.95	
				STAFF APPRECIATION @ BD MTG	51.79	
				STAFF RECOGNITION	9.53	
			01-5310	ADOBE SUBSCRIPTION	29.99	
				AMAZON PRIME MEMBERSHIP	16.08	
			01-5930	CERTIFIED MAIL D.O.	10.88	
			13-4710	FOOD PREP SUPPLY - CAFETERIA	1,118.19	
				FOOD SUPPLY - CAFETERIA	99.85	
			13-5210	L. SNYDER FOOD SRVC. CONFERENCE	154.49	4,824.77
9011004329	06/18/2024	US OMNI & TSACG COMPL SVCS INC	01-5801	403/457B PLAN ADMIN. MAY 24'		15.00
				Total Number of Checks	**113**	**378,946.84**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General	99	339,067.07
13	CafeFoodSvc	16	12,436.82

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Checks Dated 05/06/2024 through 06/21/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
25	CapitalFacilities	1	7,082.95
35	CountySchoolFacilities	2	20,360.00
	Total Number of Checks	**113**	378,946.84
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**378,946.84**

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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: 06/25/2024

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

Helen Herd

Print Name of District Superintendent

Signature of District Superintendent

06/25/2024

Date

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

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$23,144
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$23,144

Professional Development Expenditures

Professional development for teachers	$2,295
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$17,100
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$1,330
Equitable services for nonprofit private schools	$0
Total expenditures	$20,725
2023–24 Unspent funds	$2,419

*****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.

2023–24 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

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

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III immigrant student program allocation	$1,080
Transferred-in amount	$0
2023–24 Total allocation	$1,080
Object Code - Activity	
1000–1999 Certificated personnel salaries	$0
2000–2999 Classified personnel salaries	$1,080
3000–3999 Employee benefits	$0
4000–4999 Books and supplies	$0
5000–5999 Services and other operating expenditures	$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	$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 year-to-date expenditures	$1,080
2023–24 Unspent funds	$0

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2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s)	No

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

*****Warning*****
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2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added

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2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Helen Herd
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/07/2024

*****Warning*****

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Helen Herd
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/06/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****
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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	07/01/2017
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Helen Herd
Authorized Representative's Title	Superintendent

*****Warning*****
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2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	Yes

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2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes

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2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students 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 English learner per student allocation	$130.25
Estimated English learner student count	51
Estimated English learner student program allocation	$6,643

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$6,643
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner 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	$6,643

Warning
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2024–25 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	$125.90
Estimated immigrant student count	8
Estimated immigrant student program allocation	$1,007

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	$1,007
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	$1,007

Warning
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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

PERSONNEL ACTION REPORT – AGENDA ITEM #11.1

NAME OF EMPLOYEE	EMPLOYEE POSITION	EMPLOYMENT STATUS	EFFECTIVE DATE
Rebecca Mix	Teacher	Resignation	06/07/2024
Kim Smith	Business Services Clerk	Resignation	05/21/2024
Lacey Carter	School Counselor	New Hire	08/01/2024
Reginna Kinsey	Teacher	New Hire	08/01/2024
Tim Drury	TOSA/Asst. Principal/Interim Principal	Resignation	06/25/2024

CONTRACT OF EMPLOYMENT
FOR
PRINCIPAL OF HAPPY VALLEY ELEMENTARY SCHOOL

This Agreement is entered into by and between the Governing Board of the Happy Valley Union Elementary School District ("District"), and Chris Nelson ("Employee").

1. TERM: The District hereby employs the Employee for one year, to commence July 1, 2024 and end June 30, 2025.

2. EMPLOYMENT: The District employs the Employee and the Employee accepts employment as a full time Principal of Happy Valley Elementary School. The Employee shall work on every pupil attendance day, nine (9) days before the first pupil attendance day, and three (3) days after the last pupil attendance day and any other days as directed by the Superintendent for a total of two hundred ten (210) annual days of work. Employee will be expected to supervise afterschool activities and will be required to attend the following events:

Back to School Night, Harvest Festival, Literacy Faire, Open House, and all regularly scheduled Board Meetings. Supervision and attendance when needed at PTA meetings, PTA community events, Student Council Events, Parent/Booster Club Meetings, Athletic events, Ice Cream Social, and other district sponsored events as assigned by the Superintendent.

Employee is not required to render services on legal holidays. The Employee may resign upon sixty (60) days advance written notice to the Board of Trustees.

3. COMPENSATION: The Employee's salary shall be as follows; $113,198.00 for the 2024-2025 school year. In addition, the Employee shall be granted all benefits including but not limited to sick leave, accident and injury leaves, and health and welfare benefits including insurance fringe benefits which the District grants to unrepresented administrative employees. The District will pay on behalf of the Employee, monthly, the same amount it pays for other unrepresented administrative employees towards the monthly premium for insurance fringe benefits and the Employee shall pay by automatic payroll withdrawal all sums in excess of the District's contribution for such insurance, in order to fund the full monthly premium for such insurance fringe benefits. The District will pay to the Employee a monthly stipend of $100 per month to offset the expense of a cell phone. The District will pay a $2,000 Stipend for a Masters degree. Stipend will be paid in 12 (twelve) equal payments.

4. DUTIES: The Employee is employed as school Principal of Happy Valley Elementary School. The Employee shall perform the duties as Principal as prescribed by the laws of the State of California. The Employee shall perform duties customarily or routinely performed by a school district Principal. The Employee shall have responsibility as delegated by the Superintendent for execution of Governing Board policy and responsibility as delegated by the Superintendent for the duties prescribed by the Education Code. The Employee shall have the additional powers and duties as granted or directed by the Superintendent or Governing Board.

Other duties: The Employee shall perform all duties of a school Principal as set forth in the California Education Code, the California Code of Regulations Title V, and all applicable rules and regulations.

5. REIMBURSEMENT FOR EXPENSES: The Governing Board shall reimburse the Employee for actual and necessary expenses incurred by him/her within the scope of his/her employment, subject to approval by the Board of Trustees. The Employee shall also be compensated for the operation of his/her own vehicle on District activities in accordance with Governing Board policy.

6. EVALUATION: The Employee is supervised by the Superintendent. The Superintendent may evaluate the Employee on criteria as determined by and in a fashion as determined by the Superintendent.

7. LEAVES: The Governing Board will provide to the Employee the same leave benefits it provides to certificated employees of the District, except that the Employee shall be entitled to eleven (11) days of sick leave. The Employee will make every effort not to take sick leave while students are in session. The Principal is not awarded any days of vacation.

8. CONTRACT AMENDMENTS: This contract may be amended by mutual consent of the Governing Board and the Employee. Any amendments shall only be effective if and when they are written, signed, and dated by the Governing Board and the Employee, and specifically reference that the contract is being amended.

9. MISCELLANEOUS: The Employee is encouraged to attend appropriate professional meetings at the local and state level. The reasonable and necessary expenses of attendance at such meeting shall be paid by the District. The Employee may report to the Board regarding his/her appraisal of such meetings, when appropriate.

Nothing contained in this agreement shall prohibit the Employee from using non-contracted days to undertake consulting work, speaking engagements, writing, lecturing, or other professional duties, functions and obligations, provided such undertakings do not interfere with the performance of his/her duties under this agreement.

This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education, County Board of Education and governing board of the school district. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

IN WITNESS WHEREOF, we affix our signatures to this Agreement as the full and complete understanding of the relationship between the parties hereto.

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

_____ Date: _____
Superintendent

I hereby accept this offer of employment and agree to comply with the conditions thereof, and to fulfill all the duties of my employment as Principal of Happy Valley Elementary School.

_____
Chris Nelson

RESOLUTION OF THE BOARD OF TRUSTEES OF THE
HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
RESOLUTION #24-22:
ORDERING GOVERNING BOARD MEMBER ELECTION

WHEREAS, the regular biennial election of Governing Board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of members of the Governing Board of Happy Valley Elementary School District.

NOW BE IT RESOLVED that the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following specifications of the Election Order made under the authority of Education Code Section 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 5, 2024. The purpose of the election is to elect 2 (4-year terms) members of the governing board of Happy Elementary School District.

IT IS FURTHER ORDERED that the Clerk or Secretary of the district shall deliver not less than 123 days prior to the date set for the election, one copy of this Resolution and Order to the County Superintendent of Schools.

The foregoing Resolution and Order was adopted by a formal vote of the Governing Board of the Happy Valley Elementary School District of Shasta County, being the Board authorized by law to make the designations therein contained on June 25, 2024 by the following vote:

AYES:
NOES:
ABSENT:

I hereby certify that the foregoing is a full, true, and correct excerpt from the minutes of the Governing Board of said school district, pertaining to the adoption of the foregoing Resolution, for a regular meeting held on June 25, 2024.

_____ _____

Clerk of the Board Superintendent

RESOLUTION OF THE BOARD OF TRUSTEES OF THE
HAPPY ELEMENTARY SCHOOL DISTRICT
RESOLUTION #24-23:
COST OF CANDIDATE STATEMENTS

WHEREAS, pursuant to Election Code Section 13307, each candidate for elective office may prepare a candidate's statement for inclusion in the voter's pamphlet.

THEREFORE, BE IT RESOLVED, that the Happy Valley Elementary School District Governing Board will not pay the costs of candidates' statements or other materials sent to each voter and that the County Clerk be notified that the Board will not pay for the written statements of Board candidates in the voters' pamphlet.

PASSED and ADOPTED this 25th day of June, 2024, by the Happy Valley Elementary School District.

Clerk of the Board

Superintendent

RESOLUTION OF THE BOARD OF TRUSTEES OF THE
HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
RESOLUTION #24-24:
ESTABLISHING PROCEDURE IN CASE OF TIE VOTE
AT GOVERNING BOARD ELECTION

WHEREAS, Education Code Section 5304 provides that the Governing Board of a school district has the duty to resolve tie votes in Governing Board elections; and

WHEREAS, Education Code Section 5016 provides that the Governing Board may either call a runoff election or determine the winner or winners by lot.

THEREFORE, BE IT RESOLVED, that in the event a tie vote makes it impossible to determine which of two or more candidates has been elected to the Governing Board, the winner shall be determined by (lot) or (runoff election). (circle one)

PASSED and ADOPTED this 25th day of June, 2024, by the Happy Valley Elementary School District Governing Board.

_____ _____

Clerk of the Board Superintendent

Prop 28 Arts and Music 2024-25 Budget

Prop 28 FAQ

School Site:	Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools)
Allocation:	79,639

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	$ 55, 161
2xxx	Classified Salaries	$
3xxx	Benefits	
4xxx	Materials & Supplies	24, 478
5xxx	Services & Other Operating Expenses	
7xxx	Other Outgo	

		Requirements
Salary budget:	%	80% Minimum
Non-salary budget:	%	20% or less
Total Budgeted:	%	100%

Plans for Spending

CSBA POLICY GUIDE SHEET
March 2024

Board Policy 0450 - Comprehensive Safety Plan – District recommends choosing Option #2 as the district already develops a district-wide plan.

Policy updated to reference **NEW LAW (SB 323, 2023)** which (1) authorizes a school employee, a student's parent/guardian or educational rights holder, or a student, at specified times, to bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive safety plan to the principal, and if there is merit to the concern requires the principal to make appropriate modifications, and (2) requires comprehensive safety plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973. Additionally, policy updated to clarify that portions of the comprehensive safety plan that include tactical response to criminal incidents are not required to, but may be, publicly disclosed.

Board Policy 3551 - Food Service Operations/Cafeteria Fund – District recommends choosing Option #2 as the district already pays food service employees out of the cafeteria fund.

Policy updated to reflect **NEW LAW (SB 348, 2023)** which clarifies that (1) the establishment of a cafeteria fund does not preclude the district from using other funds for the purpose of purchasing school meals, and (2) districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal. Additionally, policy updated to reflect **NEW LAW (AB 95, 2023)** which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided and **NEW LAW (SB 114, 2023)** which establishes school food best practices such as giving priority to using California-grown or produced, sustainably grown, or whole or minimally processed foods, increasing plant-based or restricted diet food options for students, and preparing fresh meals onsite.

Board Policy 4118 - Dismissal/Suspension/Disciplinary Action – District recommends choosing Option #1.

Policy updated to generalize the material related to the basis for disciplinary action, and reflect **NEW COURT DECISION** (Visalia Unified School District v. PERB) which held that service as a union officer constitutes protected activity under the Educational Employment Relations Act for purposes of complaints of retaliation for union activities, and that retaliation solely for engaging in protected activities is prohibited. Additionally, policy updated to amend the list of what may be considered disciplinary actions to more closely align with law, and to add new section "Compulsory Leave of Absence" for consistency with law and the accompanying administrative regulation.

Board Policy 5141.21 - Administering Medication and Monitoring Health Conditions - District highly recommends choosing Option #2.

Policy updated to reflect **NEW LAW (AB 1283, 2023)** which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to provide emergency medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress, and **NEW LAW (AB 1722, 2023)** which authorizes districts to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted for a credentialed school nurse.

Policy 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** ~~12~~03/01/~~2022~~2024 | **Last Reviewed Date:** ~~12~~03/01/~~2022~~2024

CSBA NOTE: Pursuant to Education Code 32280-32289.5, districts are responsible for ensuring that a comprehensive safety plan with specified components is in place for each district school. As required by Education Code 32282 and 32288, the California Department of Education (CDE) has posted on its ~~web site~~website a compliance checklist for developing comprehensive safety plans and best practices for reviewing and approving the plans. Comprehensive safety plans are reviewed through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

CSBA NOTE: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide comprehensive safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a comprehensive safety plan within one year of initiating operations. (Education Code 32281, 32286)

The comprehensive school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

OPTION 1 ENDS HERE

OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

OPTION 2 ENDS HERE

CSBA NOTE: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Pursuant to Education Code 32288, the updated plan(s) must be submitted to the ~~district~~Governing Board for approval. The ~~Governing~~ Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

CSBA NOTE: Pursuant to Education Code 32282, as amended by SB 323 (Ch. 599, Statutes of 2023), the annual evaluation of the comprehensive safety plan is required to include ensuring that the plan provides appropriate adaptations for students with disabilities.

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

CSBA NOTE: Education Code 32288 requires that districts notify CDE if a school has not complied with the comprehensive safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to $2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

CSBA NOTE: The following section is optional. Pursuant to Education Code 32281, the Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by ~~district administrators~~the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, ~~district administrators~~the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents ~~shall~~need not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

CSBA NOTE: Pursuant to Education Code 32289.5, the district is required to provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools, as specified.

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	~~Definition;~~ ~~persistently~~Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms

Policy 3551: Food Service Operations/Cafeteria Fund

Status: ADOPTED

Original Adopted Date: 03/01/2018 | **Last Revised Date:** ~~09~~03/01/~~2023~~2024 | **Last Reviewed Date:** ~~09~~03/01/~~2023~~2024

CSBA NOTE: The following conditionally mandated policy may be revised to reflect district practice. Pursuant to U.S. Department of Agriculture's (USDA) Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) are mandated to adopt policy addressing meal charges; see the section "Meal Sales" below and the accompanying administrative regulation. However, with the establishment of the California Universal Meal Program pursuant to Education Code 49501.5, as amended by SB 348 (Ch. 600, Statutes of 2023), all public schools in California must ~~provide~~make available free of charge, ~~a~~one nutritionally adequate breakfast and one nutritionally adequate lunch each school day, to any student who requests a meal, regardless of the student's free or reduced-price meal eligibility status. Consequently, certain program requirements may no longer be applicable. For example, the California Department of Education (CDE) which, by law, provides guidance and oversight on the use of federal funding in nutrition programs, clarifies in Nutrition Services Division Management Bulletin SNP-04-2023 that districts ~~that~~which operate a non-pricing program such as the California Universal Meals Program, the Community Eligibility Program, or Provision 2 at all sites are not required to establish a meal charge policy because no students are charged for meals.

In view of the potential conflict between the federal requirement and CDE guidance, it is recommended that districts adopt this policy and accompanying administrative regulation which addresses meal charges, even if the district operates a non-pricing program such as the California Universal Meals Program. Districts with questions about meal charge policies should consult CSBA's District and County ~~Offices~~Office of Education Legal Services or district legal counsel.

Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program must maintain a nonprofit school food service program. Revenues received through the program may be used for the operation or improvement of the food service program, but not to purchase land or buildings unless otherwise approved by USDA's Food and Nutrition Services, or to construct buildings. Authorized expenditures are specified in Education Code 38101 and defined in CDE's, "California School Accounting Manual."

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

CSBA NOTE: The following paragraph applies to all districts. Pursuant to Education Code 49503, as amended by SB 348, district funds may also be used for the purchase of school meals for students as provided in Education Code 49501.5.

At the Board's discretion, district funds other than the cafeteria fund may be used for the purchase of school meals.

CSBA NOTE: The following paragraph is for use by districts that participate in the National School Lunch and/or Breakfast Program and may be adapted for use by other districts. Pursuant to 42 USC 1776 and 7 CFR 210.30, USDA has established minimum professional standards for food service directors and granted CDE the authority to adopt more flexible standards for districts with average daily attendance of less than 2,500. See CDE's Nutrition Services Division Management Bulletin SNP-13-2020 for updated information about state hiring standards.

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

CSBA NOTE: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program. Pursuant to 42 USC 1776, such districts must ensure that food service personnel and other appropriate personnel who conduct or oversee administrative procedures receive training, at least once each year, on food service administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures). In addition, all food service personnel are required to receive annual training that is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and to ensure program compliance and integrity. Food service personnel must obtain certification on an annual basis to demonstrate competence in the training. Such training is required to include modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. See CDE's website for online training that meets these requirements.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by CDE. (42 USC 1776)

Meal Sales

CSBA NOTE: ~~In accordance with~~ Education Code 49501.5, as amended by SB 348, requires each district ~~is required~~ to ~~provide~~ amake available one nutritionally adequate breakfast and one nutritiously adequate lunch each school day free of charge to any student who requests a meal, regardless of the student's eligibility for participation in the federal free or reduced-price meal program. ~~Consequently, only nonprogram foods may be sold to students.~~Education Code 49501.5, as amended by SB 348, makes several other changes, including requiring a district that offers independent study to make such nutritionally adequate breakfast and lunch available to an independent study student on any school day that the student is scheduled for educational activities as defined in Education Code 49010, and, to the extent CDE receives approval from USDA, make available during a school day lasting four hours or less a nutritionally adequate breakfast or lunch in a noncongregate manner.

Furthermore, pursuant to Education Code 49431, as amended by AB 95 (Ch. 318, Statutes of 2023), a school is not prohibited from selling an additional nutritiously adequate meal that qualifies for federal reimbursement from the same meal service to a student who has been provided a free meal. For further information, see BP 3553 - Free and Reduced Price Meals.

Pursuant to Education Code 49495, ~~as added by AB 558 (Ch. 905, Statutes of 2022),~~ CDE has developed guidance, "Breakfast and Snacks for Nonschoolaged Children," available on its website, which provides information on the allowability and options for offering nonschoolaged children breakfast or a morning snack at a school site~~.~~, that serves any of grades K-6.

~~Any student who requests a meal shall be served~~Each school day, a nutritionally adequate breakfast and lunch ~~free~~shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of ~~charge, each school day.~~ two or more hours. After such school meals have been made available to a student, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431, 49501.5)

As permitted by law, ~~additional or second meals,~~ adult meals~~,~~ and other nonprogram foods, such as smart snack compliant food and beverages sold in vending machines, may be sold to students. (Education Code 38082, 49431, 49501.5)

Meals may be sold to district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

CSBA NOTE: Pursuant to Education Code 38082, the Governing Board is authorized to adopt a resolution to permit the serving of meals to individuals and organizations other than those specified in the preceding paragraph. CDE's Nutrition Services Division Management Bulletin SNP-04-2021 states that funds from the National School Lunch or Breakfast Program may not be used to serve any nonstudent, that the price of an adult meal must fully cover all costs incurred in the production of the meal, including USDA Food fair market value, and that the common practice of 50 cent markup method to price adult meals may not be in compliance with USDA FNS instruction. The following optional paragraph is for districts that have adopted such a resolution and should be revised to reflect district practice.

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are authorized by the Superintendent or designee to be on campus. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

CSBA NOTE: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias or other costs determined by Board resolution, which are paid from district funds other than the cafeteria fund, pursuant to Education Code 38100).

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

CSBA NOTE: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program are mandated to have a written and clearly communicated meal charge policy. See the accompanying administrative regulation for additional language fulfilling this mandate.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

Cafeteria Fund and Account

CSBA NOTE: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. 2 CFR Part 200, Appendix VII and USDA Memorandum SP60-2016 provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and for reasonable and necessary indirect program costs as allowed by law.

CSBA NOTE: Education Code 38103 allows the Board, at its discretion and with the approval of the County Superintendent of Schools who is responsible for a countywide payroll/retirement system under Education Code 42646, to have wages, salaries, and benefits of food service employees paid either from the district's general fund (Option 1 below) or from the district's cafeteria fund (Option 2).

OPTION 1: (Food service employees paid from general fund)

The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

OPTION 1 ENDS HERE

OPTION 2: (Food service employees paid from cafeteria fund)

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

OPTION 2 ENDS HERE

Contracts with Outside Services

CSBA NOTE: The following section is optional. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. Education Code 45103.5, 42 USC 1758, and 7 CFR 210.16 authorize a district, under specified conditions, and with approval of CDE, to contract with a food service management company to manage food service operations in any district school. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

Procurement of Foods, Equipment, and Supplies

CSBA NOTE: The following ~~two paragraphs reflect~~paragraph reflects requirements for districts participating in the National School Lunch and/or Breakfast Program.

Pursuant to 7 CFR 210.21, districts are required to comply with all requirements for purchasing commercial food products served in the school meal programs, including those outlined in the Buy American provision. USDA's Memorandum SP 38-2017 clarifies that a district participating in the National School Lunch and/or Breakfast Program or any entity purchasing food on its behalf must, to the maximum extent practicable, purchase domestically grown and processed foods, as defined. According to the Memorandum, a domestic commodity or product is deemed to be "substantially using" domestic agricultural commodities when over 51 percent of the final processed product consists of agricultural commodities produced in the United States. Districts should include a Buy American clause in all product specifications, solicitations, purchase orders, and any other procurement documents to ensure contractors are aware of this requirement.

Limited exceptions to the Buy American requirement are described in USDA's Memorandum SP 38-2017. If the district is using one of these exceptions, it must maintain documentation justifying the exception(s).

Pursuant to Education Code 49563, CDE has made information available on its website; see the, "Buy American Provision," section in, "Procurement in the CNPs Frequently Asked Questions".

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. SB 114 (Ch. 48, Statutes of 2023) allocates funds for eligible districts which may be expended on kitchen infrastructure upgrades and implementing any of the following school food best practices: (1) procuring California-grown or produced, sustainably grown, or whole or minimally processed foods to support equity in procurement practices, (2) using California-grown, whole or minimally processed foods in plant-based or restricted diet meals, (3) procuring plant-based or restricted diet food options, and/or (4) freshly preparing meals onsite. Districts that do not receive the above funding are nonetheless encouraged to follow these school food best practices. Additionally, grant funding may be available from the California Department of Food and Agriculture's (CDFA) California Farm to School Incubator Grant, which includes a transitional kingergarten-12 Procurement and Education Grant for districts to procure California grown or produced, whole or minimally processed foods for incorporation into school meals and engage students in hands-on food education opportunities.

The district's food service program shall give priority to serving freshly prepared onsite meals, using whole or minimally processed sustainable foods which are locally grown or produced, including fresh fruits and vegetables, and to providing plant-based or restricted diet food options for students.

CSBA NOTE: The following paragraph reflects requirements for districts participating in the National School Lunch and/or Breakfast Program. Pursuant to Food and Agriculture Code 58596.3, ~~as added by SB 490 (Ch. 602, Statutes of 2022), commencing on January 1, 2024,~~

districts participating in the National School Lunch and/or Breakfast Program, except those with annual reimbursement of less than $1,000,000, are also required to comply with the requirements specified in the following paragraph. Districts that have an annual reimbursement of less than $1,000,000 may delete the following paragraph.

When soliciting for bids and contracts for the purchase of an agricultural food product, the district shall specify in the solicitation that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies. A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality, the quality of the domestic product is inferior to the quality of the nondomestic product, or the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception for three years from the date of purchase. (Food and Agriculture Code 58596.3)

CSBA NOTE: The following paragraph applies to all districts, regardless of whether ~~or not~~ they participate in the National School Lunch or Breakfast Program. Food and Agriculture Code 58595~~, as amended by AB 778 (Ch. 576, Statutes of 2022)~~, requires a district to accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when the conditions specified below are met.

Furthermore, the district shall accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price for domestic product produced outside the state. (Food and Agriculture Code 58595)

CSBA NOTE: Pursuant to Public Contract Code 20111, districts participating in a federally funded child nutrition program, such as the National School Lunch and/or Breakfast Program, must comply with the federal procurement standards of 2 CFR 200.318-200.326 in regard to bid solicitations and awards. Also see BP/AR 3230 - Federal Grant Funds. Districts that do not participate in such a program may revise the following paragraph.

SB 114 allocates funds for eligible districts to expend on kitchen infrastructure upgrades, such as cooking or service equipment, refrigeration, storage, transportation, and training and professional development, that will increase a school's capacity to provide freshly prepared onsite meals, to serve fresh and nutritious school meals using minimally processed, locally grown, and sustainable food, or for expanding meal options for students with restricted diets.

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

CSBA NOTE: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. CDE performs an administrative review of participating districts every three years. See CDE's nutrition services website for a current list of documents that may be requested for the review.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by CDE to ensure compliance of the district's food service program with federal requirements.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
12 CCR 18928-18998.4	Short-lived climate pollutants
5 CCR 15550-15565	School lunch and breakfast programs
Ed. Code 38080-38086	School meals
Ed. Code 38090-38095	Cafeterias; funds and accounts
Ed. Code 38100-38103	Cafeterias; allocation of charges
Ed. Code 42646	Alternate payroll procedure
Ed. Code 45103.5	Contracts for management consulting services; restrictions
Ed. Code 49010	Educational activity; definition
Ed. Code 49431	The Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49490-49494	School breakfast and lunch programs
Ed. Code ~~49500-49505~~49501.5-49506	School meals
Ed. Code 49550.3-49564.5	Meals for needy students
Ed. Code 49554	Contract for services
Ed. Code 49580-49581	Food recovery program
F&A Code 58595	Preference for California-grown agricultural products
F&A Code 58596.1-58596.5	Buy American Food Act; purchase of nondomestic agricultural food products
H&S Code 113700-114437	California Retail Food Code; sanitation and safety requirements

Regulation 4118: Dismissal/Suspension/Disciplinary Action **Status:** ADOPTED

Original Adopted Date: 07/01/2000 | **Last Revised Date:** ~~09~~03/01/~~2022~~2024 | **Last Reviewed Date:** ~~09~~03/01/~~2022~~2024

CSBA NOTE: The following optional administrative regulation is subject to collective bargaining and should be revised ~~to reflect provisions~~ in accordance with any applicable ~~to the size of the district as well as any related provisions of~~ collective bargaining agreements. To the extent that this policy is inconsistent with provisions of the collective bargaining agreement, the collective bargaining agreement would prevail, so long as the provision is consistent with law.

Pursuant to Government Code 3543.2, the district and certificated employee bargaining unit must, upon request of either party, negotiate causes and procedures for disciplinary action, other than dismissal and suspension beyond 15 days. If the Governing Board has adopted a collective bargaining agreement ~~which~~that includes such procedures, then, pursuant to Education Code 44932, the authorization to suspend an employee for up to 15 days pursuant to the procedures specified in Education Code 44933, 44934, 44934.1, 44935, 44936, 44937, 44943, and 44944 would not apply. The suspension procedures specified in Education Code 44934 and 44939 are explicitly for use only by districts that do not have a~~such~~ a provision in their collective bargaining agreement.

Because Education Code provisions pertaining to employee suspension and dismissal are complex, districts are advised to consult ~~with~~CSBA's District and County Office of Education Legal Services or district legal counsel before instituting such proceedings.

Causes for Suspension or Dismissal

CSBA NOTE: Education Code 44932 lists causes for which a certificated employee may be suspended without pay or dismissed.

The causes listed in Education Code 44932 have been found to be so broad as to be sometimes difficult to apply. However, the California Supreme Court, in *Morrison v. State Board of Education*, has articulated a ~~seven-part test to determine fitness to teach, including (1) likelihood of recurrence of the questioned conduct or performance, (2) extenuating or aggravating circumstances, (3) effect of notoriety and publicity, (4) impairment of teacher-student relationships, (5) disruption of the education process, (6) motive, and (7) proximity or remoteness in time of conduct or performance.~~multiple factors to determine fitness to teach, which is the relevant inquiry under most of the causes for dismissal or suspension. The factors include: (1) the likelihood that the conduct may have adversely affected others and the degree of such adversity anticipated, (2) the proximity or remoteness in time of the conduct, (3) the type of certification held by the party involved, (4) the extenuating or aggravating circumstances, if any, surrounding the conduct, (5) the praiseworthiness or blameworthiness of the motives resulting in the conduct, (6) the likelihood of the recurrence of the questioned conduct, (7) the extent to which disciplinary action may inflict an adverse impact or chilling effect upon the constitutional rights of the teacher involved or other teachers, and (8) the notoriety associated with the conduct or behavior. The conduct or performance that gives rise to the need to suspend or dismiss need not occur on or involve district property~~.~~ but there must be some nexus to employment.

A certificated employee with permanent status may be suspended without pay or dismissed only for one or more of the following causes: (Education Code 44932)

CSBA NOTE: Pursuant to Government Code 12954, the district may not discriminate against a person in termination or any term or condition of employment, based on the person's use of cannabis when off the job or away from the workplace, and consequently, districts may be prohibited from disciplining employees in certain circumstances. However, certain employees may be subject to stricter laws related to drug testing. Districts with questions about drug testing employees should consult CSBA's District and County Office of Education Legal Services or district legal counsel.

1. Immoral conduct including, but not limited to, egregious misconduct that is the basis for a sex offense or controlled substance offense described in Education Code 44010 or 44011 or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Unprofessional conduct
3. Commission, aiding, or advocating the commission of acts of criminal syndicalism
4. Dishonesty
5. Unsatisfactory performance
6. Evident unfitness for service
7. Physical or mental condition unfitting the employee to instruct or associate with children
8. Persistent violation of or refusal to obey the school laws or reasonable regulations of the state or district
9. Conviction of a felony or of any crime involving moral turpitude
10. Violation of Education Code 51530 or Government Code 1028 prohibiting the advocacy or teaching of communism
11. Alcoholism or other drug abuse that makes the employee unfit to instruct or associate with children

An employee may be suspended or dismissed on grounds of unprofessional conduct consisting of acts or omissions not listed above if the charge specifies instances of behavior deemed to constitute unprofessional conduct. (Education Code 44933)

Suspension/Dismissal of Permanent Employees

CSBA NOTE: Procedures for the suspension or dismissal of permanent employees are addressed in Education Code 44932-44947.

See the accompanying Board policy for information about Board responsibilities related to reviewing the statement of charges, providing notice to the employee of the Board's intent to suspend or dismiss the employee, and, when applicable, appointing a member of the Commission on Professional Competence that will conduct a hearing on the matter.

When a permanent certificated employee is charged with one or more of the offenses specified in the section "Causes for Suspension or Dismissal" above, the following procedures shall apply:

1. The person preparing a written statement of charges that there is cause to suspend or dismiss an employee shall submit the signed statement to the Governing Board, or a written statement of charges shall be formulated by the Board that cause to suspend or dismiss the permanent employee exists. (Education Code 44934, 44934.1)

2. The employee, upon receiving notice of the Board's intent to suspend or dismiss, may request a hearing on the matter. The hearing shall be conducted by the Commission on Professional Competence, except that any case involving only egregious misconduct shall be heard instead by an administrative law judge and, in any other case, the hearing may be conducted by an administrative law judge when both the district and the employee so stipulate. (Education Code 44943, 44944, 44944.05, 44944.1, 44944.3)

3. Except when the employee is charged solely with egregious misconduct, the district may amend the charges less than 90 days before the hearing only upon showing of good cause and upon approval of the administrative law judge. (Education Code 44934)

4. The employee shall be suspended or dismissed when the Commission on Professional Competence or administrative law judge has issued its decision ~~supporting~~upholding suspension or dismissal or, if the employee did not request a hearing, at the expiration of 30 days after service of the notice of intent to suspend or dismiss. (Education Code 44941, 44943, 44944)

The Superintendent or designee shall notify the Commission on Teacher Credentialing when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. (Education Code 44030.5, 44242.5, 44940; 5 CCR 80303)

Suspension/Dismissal of Probationary Employees

CSBA NOTE: With proper notice, the district may choose not to rehire probationary employees for the following year without giving a statement of reasons; see BP 4116 - Probationary/Permanent Status. However, during the school year, probationary employees may only be suspended without pay or dismissed for cause and in accordance with the applicable procedures specified in law.

The district may choose not to rehire probationary employees for the following school year without giving a statement of reasons~~,~~ if proper notice is provided by March 15 of the employee's second, complete, consecutive year of employment. (Education Code 44929.21, 44929.23)

CSBA NOTE: Districts with average daily attendance (ADA) of 250 or more may dismiss probationary employees during the school year in accordance with the procedures contained in Education Code 44948.3, in which case the decision whether to dismiss an employee rests with the Board rather than the Commission on Professional Competence (Option 1 below).

Districts with less than 250 ADA should select the appropriate option below depending on how the district grants permanent status to certificated employees in accordance with BP/AR 4116 - ~~Permanent/~~ Probationary/Permanent Status. Districts with less than 250 ADA that have not adopted a collective bargaining agreement may elect to use the procedures in Education Code 44934 and 44934.1 for dismissal of probationary employees (Option 2 below), as reflected in the section "Suspension/Dismissal of Permanent Employees" above. Alternatively, Education Code 44948.2 authorizes districts with less than 250 ADA to elect to dismiss probationary employees during the school year pursuant to Education Code 44948.3 (Option 1 below). When districts with less than 250 ADA decide to use the procedures in Education Code 44948.3, their employees will become permanent employees if they are not served with a notice of non-reelection before March 15 of their second year. Since Education Code 44948.3 applies only to dismissal of probationary

employees in districts with 250 ADA or more or to districts of less than 250 ADA that elect to use Education Code 44948.3, it is not appropriate for use by districts that either grant permanent status after three consecutive years or that reelect employees from year to year without granting permanent status.

OPTION 1: (Districts with ADA of 250 or more, or districts with less than 250 ADA that have elected to use the dismissal procedures in Education Code 44948.3)

During the school year, a probationary employee who is in the first or second year of service may be dismissed only for one or more of the causes listed in Items #1-11 in the section "Causes for Suspension or Dismissal" above or for unsatisfactory performance determined pursuant to Education Code 44660-44665. (Education Code 44948.2, 44948.3)

Whenever a first- or second-year probationary employee is so charged, the following procedures shall apply for dismissing the employee during the school year: (Education Code 44948.3)

1. The Superintendent or designee shall give 30 days' prior written notice of dismissal, not later than March 15 in the case of second-year probationary employees. The notice shall include a statement of the reasons for the dismissal, notice of the opportunity to appeal, and, if the cause is unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code 44664.

CSBA NOTE: Pursuant to Education Code 44948.3, the probationary employee may request a hearing as provided below. The employee's failure to request a hearing within 15 days from receipt of the dismissal notice constitutes a waiver of the right to a hearing.

2. Upon receipt of the notice of dismissal, the employee may be dismissed if no request for a hearing is submitted to the Board within 15 days.

CSBA NOTE: Education Code 44948.3 authorizes the district to establish procedures for the appointment of an administrative law judge to conduct the hearing and submit a recommended decision to the Board. Item #3 may be revised to reflect any such procedures established by the district.

3. If a hearing is requested, the district may arrange for the appointment of an administrative law judge to conduct the hearing and to recommend a decision to the Board.

A probationary employee may be suspended without pay for a specified period of time as an alternative to dismissal. (Education Code 44948.3)

OPTION 1 ENDS HERE

OPTION 2: (Districts with less than 250 ADA that do not grant permanent status after two years and do not elect to use the procedures in Education Code 44948.3)

During the school year, probationary employees may be dismissed only for one or more of the causes listed in Items #1-11 in the section "Causes for Suspension or Dismissal" above. (Education Code 44948)

Whenever a probationary employee is so charged, dismissal procedures shall be those set forth in Education Code 44934 and 44934.1 as described in the section "Suspension/Dismissal of Permanent Employees" above.

OPTION 2 ENDS HERE

Compulsory Leave of Absence

CSBA NOTE: Whenever a certificated employee is charged with a "mandatory leave of absence offense" as defined in Education Code 44940, the district is required to place the employee on a compulsory leave of absence. Penal Code 291 requires law enforcement, including the local police, sheriff, or California Highway Patrol, to telephone the Superintendent when a school employee has been arrested for a sex offense and provide written notice to the County Superintendent of Schools and the Commission on Teacher Credentialing (CTC).

Pursuant to Education Code 44009 and 44425, CTC will revoke the credential of an individual who has been convicted of a mandatory leave of absence offense.

Upon being informed ~~by law enforcement~~ that a certificated employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44830.1, 44940)

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

CSBA NOTE: Education Code 44940 permits the Board to ~~require compulsory~~place certificated employees on leave for certain "optional leave of absence offenses" as defined below.

The following optional paragraph should be revised to reflect offenses which the Board has determined will require a compulsory leave of absence.

The Superintendent or designee may place on an immediate compulsory leave of absence a certificated employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1, except as it relates to marijuana, mescaline, peyote, or ~~tetrahydrocannabinols.~~tetrahydrocannabinol. (Education Code 44940)

If an employee is charged with an offense that falls into both the mandatory and optional leave of absence definitions, the offense shall be treated as a mandatory leave of absence offense. (Education Code 44940)

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless a hearing is demanded. (Education Code 44940, 44940.5)

CSBA NOTE: Pursuant to Education Code 44940.5, while on compulsory leave, the employee's salary may be paid if the employee provides a suitable bond or other acceptable security as a guarantee that the leave-period salary will be repaid if the employee is convicted of the charges or fails to return to district service. If the employee is acquitted or the charges are dismissed, the district must reimburse the employee for the cost of the bond upon return to service in the district. If an employee who does not furnish a bond or other security is acquitted or the charges

are dismissed, the district must pay the employee's salary for the time spent on leave upon return to service.

Education Code 44940.5 specifies that, if the charges against an employee are dismissed as a result of the employee's successful completion of a drug diversion program and the employee returns to service, the employee may elect to receive payment for any accrued leave and differential pay for the length of the employee's leave of absence.

During the period of compulsory leave, the employee shall be compensated in accordance with Education Code 44940.5.

Upon receipt of telephone or electronic notification from the Department of Justice that a current temporary, substitute, or probationary employee serving before March 15 of the second probationary year has been convicted of a violent or serious felony, the Superintendent or designee shall immediately place the employee on leave without pay. Upon receipt of electronic notification of the conviction from the Department of Justice, such employee shall be automatically terminated and without regard to any other termination procedure. (Education Code 44830.1)

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Policy Reference Disclaimer:
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State	Description
5 CCR 80303	Reports of change in employment status; alleged misconduct
5 CCR 80304	Notice of sexual misconduct
CA Constitution Article 1, Section 1	Inalienable rights
Ed. Code 44008	Effect of termination of probation
Ed. Code 44009	Conviction of specified crimes
Ed. Code 44010	Sex offense; definitions
Ed. Code 44011	Controlled substance offense
Ed. Code 44242.5	Reports and review of alleged misconduct
Ed. Code 44425	Conviction of a sex or narcotic offense
Ed. Code 44660-44665	Evaluation and assessment of performance of certificated employees
Ed. Code 44830.1	Criminal record summary; certificated employees
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44930-44988	Resignations, dismissals, and leaves of absence
Ed. Code 45055	Drawing of warrants for teachers
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations

Policy 5141.21: Administering Medication And Monitoring Health Conditions Status: ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** ~~12~~03/01/~~2019~~2024 | **Last Reviewed Date:** ~~12~~03/01/~~2019~~2024

CSBA NOTE: The following optional policy and accompanying administrative regulation apply to the administration of medication to students pursuant to Education Code 49414, 49414.1, 49414.3, 49414.5, 49414.7, 49414.8, 49423, ~~and~~ 49423.1 and 49468-49468.5 and the permissive guidelines in 5 CCR 600-611.

~~Pursuant to the general authority in Education Code 49423 and 5 CCR 600-611, as interpreted by the California Supreme Court in American Nurses Association v. Torlakson, health providers may train unlicensed school personnel to administer medication, including emergency anti-seizure medication.~~

This policy and regulation do not address situations in which a district might be engaged in a collaborative arrangement with another entity for the provision of school health services to students; see BP/AR 5141.6 - School Health Services.

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

CSBA NOTE: 5 CCR 604 authorizes a parent/guardian to administer medication to a child or designate an individual to administer the medication, as specified below. In addition, California law allows students to carry and self-administer medication needed for the treatment or management of certain medical conditions, when the district has received a written request from the student's parent/guardian and written authorization from the student's authorized health care provider, as specified in the accompanying administrative regulation. Students have legal authorization to self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine for anaphylactic reactions pursuant to Education Code 49423, and inhaled asthma medication pursuant to Education Code 49423.1. Pursuant to 5 CCR 605, districts may choose to allow students to carry and self-administer other types of medication beyond those specifically authorized by the Education Code.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

CSBA NOTE: The following paragraph is optional. The district is authorized, but not required, to make certain medications available on its school sites for providing emergency medical aid to students. For example, pursuant to Education Code 49414.3 and, as added by AB 1283 (Ch. 574, Statutes of 2023), Education Code 49414.7, the district is permitted to make emergency naloxone hydrochloride or other opioid antagonist and emergency stock albuterol inhalers available at its schools, for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from opioid overdose or respiratory distress. The following paragraph may be revised to specify medications that the district, in its discretion, has chosen to stock for use on its school sites. In choosing to make such medications available, the district should be aware of the possibility of increased liability and should consult CSBA's District and County Office of Education Legal Services or district legal counsel accordingly.

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

~~CSBA NOTE: The following optional paragraph is for use by any district that, at its discretion, chooses to make emergency naloxone hydrochloride or other opioid antagonist available at its schools for the purpose of providing emergency medical aid, pursuant to Education Code 49414.3. In choosing to make such medications available, the district should be aware of the possibility of increased liability and should consult legal counsel accordingly.~~CSBA NOTE: Although federal law (21 USC 812, 844) prohibits the possession of cannabis, even by medical users, state law allows persons under the age of 18 to use and possess cannabis for medical use. Pursuant to Education Code 49414.1, the Governing Board is authorized to adopt a policy that allows parents/guardians to administer medicinal cannabis to their child at school. Education Code 49414.1 does not permit or require school personnel to administer medicinal cannabis.

Option 1 is for use by districts that choose to adopt a policy allowing parent/guardian administration of medicinal cannabis at school. Because of the conflict between state and federal law, districts considering adoption of such policy should consult CSBA's District and County Office of Education Legal Services or district legal counsel regarding possible ramifications. Education Code 49414.1 authorizes the Board to subsequently amend or rescind the policy for any reason, including, but not limited to, if the district is at risk of, or has lost, federal funding as a result of the policy.

Option 2 is for use by districts that choose to prohibit the administration of medicinal cannabis at school.

~~The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)~~

~~CSBA NOTE: Although federal law (21 USC 812, 844) prohibits the possession of cannabis, even by medical users, state law allows persons under the age of 18 to use and possess cannabis for medical use. Pursuant to Education Code 49414.1, as added by SB 223 (Ch. 699, Statutes of 2019), the Governing Board is authorized to adopt a policy that allows parents/guardians to administer medicinal cannabis to their child at school. Education Code 49414.1 does not permit or require school personnel to administer medicinal cannabis.~~

~~Option 1 is for use by districts that choose to adopt a policy allowing parent/guardian administration of medicinal cannabis at school. Because of the conflict between state and federal law, districts considering adoption of such policy should consult legal counsel regarding possible ramifications. Education Code 49414.1 authorizes the Board to subsequently amend or rescind the policy for any reason, including, but not limited to, if the district is at risk of, or has lost, federal funding as a result of the policy.~~

~~Option 2 is for use by districts that choose to prohibit the administration of medicinal cannabis at school.~~

OPTION 1: The parent/guardian of a student who is a qualified patient pursuant to Health and Safety Code 11362.7-11362.85 may administer medicinal cannabis, excluding medicinal cannabis or cannabis products in a smokeable or vapeable form, to the student at a school site. -School personnel are not authorized to administer medicinal cannabis to a student. (Education Code 49414.1)

CSBA NOTE: If the Board chooses Option 1, Education Code 49414.1~~, as added by SB 223,~~ mandates that the policy include the following requirements.

Before administering medicinal cannabis at a school site, the parent/guardian shall provide to the principal or designee a valid written medical recommendation for the student to be given medicinal cannabis, which shall be kept on file at the school. The parent/guardian shall sign in at the school site before administering the medication, and shall not administer the medication in a manner that disrupts the educational environment or exposes other students. -After the parent/guardian administers the medication, the parent/guardian shall remove any remaining medicinal cannabis from the school site. (Education Code 49414.1)

END OF OPTION 1

OPTION 2: Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

END OF OPTION 2

CSBA NOTE: The following optional paragraph applies to all districts and may be revised to reflect district practice. The U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that a district's emergency and disaster preparedness plan include procedures for dealing with medical emergencies, such as a pandemic flu outbreak or public disaster. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and BP/AR 5141.22 - Infectious Diseases.The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

CSBA NOTE: Various provisions of state law allow districts to train nonmedical district employees (i.e., those who do not possess a medical license) to provide medical assistance to students at school when a credentialed school nurse or other licensed individual is unavailable. For example, Education Code 49414, 49414.3, 49414.5, 49414.7, 49414.8, 49423, ~~and~~ 49423.1, and 49468.2 specifically authorize the use of trained, unlicensed school employees to administer medications to students suffering from allergic reactions, opioid overdose, severe hypoglycemia, ~~or~~ respiratory distress, asthma, or seizures. Moreover, in *American Nurses Association v. Torlakson*, the California Supreme Court held that, as with other prescription medications, state law permits trained,

unlicensed school personnel to administer insulin to students where a physician has determined that unlicensed school personnel may safely and appropriately administer the medication. The medication must be administered in accordance with a written health care provider statement and parental consent.

Education Code 49426.5, as added by AB 1722 (Ch. 853, Statutes of 2023), authorizes the district to hire a licensed vocational nurse following Board approval that a diligent search was conducted for a credentialed school nurse. Upon hiring a licensed vocational nurse, the district is required to certify to the California Department of Education that a search was properly conducted. A hired vocational nurse is required to be supervised by a credentialed school nurse employed as a school nurse at the district or at another local educational agency.

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

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State	Description
5 CCR 600-611	Administering medication to students
Bus. Code 2700-2837	Nursing
Bus. Code 3500-3546	Physician assistants
Bus. Code 4119.2	Acquisition of epinephrine auto-injectors
Bus. Code 4119.8	Acquisition of naloxone hydrochloride or another opioid antagonist

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY

As of June 21, 2024

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	498
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	496
December	492	500	513	493	538	498	493	528	505	481	462	458	502	497
January	492	509	520	498	532	503	496	530	500	491	460	462	505	500
February	490	503	518	501	539	504	498	533	494	492	460	459	504	497
March	481	504	520	511	536	501	503	530	494	493	462	458	502	500
April	487	501	527	516	538	498	500	531	493	491	467	470	505	501
May	492	501	532	512	537	499	507	541	500	490	476	464	510	495
June	492	496	531	511	535	495	504	535	497	490	472	466	510	495

Happy Valley Community Day School

2023-2024

Enrollment by Teacher and Grade

Teacher	------- 1 -------			------- 3 -------			------- 7 -------			------- 8 -------			--------- ALL ---------		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
004 Mendoza SRC	3	-	3	2	-	2	-	1	1	2	-	2	7	1	8
School Total:	3		3	2		2		1	1	2		2	7	1	8

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - CDS

As of June 21, 2024

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	5
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	7
December	12	10	8	5	8	6	4	3	4
January	8	10	10	4	6	8	5	3	4
February	9	9	11	4	8	6	5	5	6
March	11	9	9	6	9	6	5	3	6
April	10	8	9	4	8	6	5	6	9
May	12	10	9	7	8	6	7	5	9
June	12	10	10	9	8	6	10	6	8

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - ELEMENTARY

As of June 21, 2024

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	252
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	240
December	273	280	282	266	215	223	251	239
January	278	282	285 as of 1/16	275	215	222	252	245
February	277	284	285	275	214	223	254	244
March	277	281	284	276	216	228	246	245
April	279	289	284	275	221	226	246	244
May	280	286	284	274	226	226	248	239
June	280	286	283	274	224	226	245	240

Happy Valley Elementary School

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	-	-	-	-	-	-	-	-	-	12	15	27	-	-	-	12	15	27
112 Freund 21	10	13	23	-	-	-	-	-	-	-	-	-	-	-	-	10	13	23
164 Goodman 19	-	-	-	12	11	23	-	-	-	-	-	-	-	-	-	12	11	23
111 Hutchison 17	-	-	-	13	12	25	-	-	-	-	-	-	-	-	-	13	12	25
141 Keown 4	-	-	-	-	-	-	13	9	22	-	-	-	-	-	-	13	9	22
	-	-	-	-	-	-	-	-	-	-				-				
109 Moon 1	-	-	-	-	-	-	-	-	-	12	16	28	-	-	-	12	16	28
113 Price 11	-	-	-	-	-	-	11	7	18	-	-	-	-	-	-	11	7	18
110 Sanford 20	13	11	24	-	-	-	-	-	-	-	-	-	-	-	-	13	11	24
155 Westaby 8	-	-	-	-	-	-	-	-	-	-	-	-	11	13	24	11	13	24
153 Youman 7	-	-	-	-	-	-	-	-	-	-	-	-	13	13	26	13	13	26
School Total:	23	24	47	25	23	48	24	16	40	24	31	55	24	26	50	120	120	240

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY – INDEPENDENT STUDY

As of June 21, 2024

For the School Year of:	2020/2021	2021/2022	2022/2023	2023/2024				
August	5	13	9	10				
September	81	18	9	11				
October	77	21	10	12				
November	70	20	11	14				
December	56	20	15	20				
January	51	21	16	18				
February	52	22	16	18				
March	49	22	17	19				
April	44	21	18	19				
May	44	23	17	18				
June	43	23	20	18				

Enrollment by Teacher and Grade

Teacher	TK			K			1			3			4			5			6			7			8			ALL		
	M	F	Total	M	F	Total	M	F	Total	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	1	1	2	1	-	1	2	-	2	1	1	2	1	-	1	-	2	2	2	4	6	8	10	18
School Total:		1	1		1	1	1	1	2	1		1	2		2	1	1	2	1		1		2	2	2	4	6	8	10	18

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - PRIMARY

As of June 21, 2024

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	231
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	235
December	251	195	218	206	207	186	210	235	234
January	257	198	219	203	210	188	213	235	233
February	250	201	226	205	209	191	210	231	230
March	246	203	228	202	208	196	208	228	230
April	247	205	238	205	208	195	211	235	229
May	247	210	237	208	208	200	208	240	229
June	250	211	238	205	208	200	207	239	229

Happy Valley Primary School

06/21/2024
08:40 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	2	-	2	3	-	3	1	-	1	7	2	9
140 Cook 8	-	-	-	2	-	2	-	-	-	-	-	-	-	1	1	2	1	3
132 Gurwell 2	9	10	19	-	-	-	-	-	-	-	-	-	-	-	-	9	10	19
135 Jaramillo 6	-	-	-	-	-	-	7	11	18	-	-	-	-	-	-	7	11	18
	-	-	-	-	-	-	3	-	3	-	-	-	2	-	2	5	-	5
124 Mix 12	-	-	-	-	-	-	-	-	-	14	9	23	-	-	-	14	9	23
121 Piazza 5	-	-	-	-	-	-	11	11	22	-	-	-	-	-	-	11	11	22
126 Roach 13	-	-	-	-	-	-	-	-	-	14	8	22	-	-	-	14	8	22
123 Russell 4	-	-	-	10	10	20	-	-	-	-	-	-	-	-	-	10	10	20
134 Salcido 16	-	-	-	-	-	-	-	-	-	-	-	-	7	12	19	7	12	19
136 Sanders 14	-	-	-	-	-	-	-	-	-	-	-	-	8	10	18	8	10	18
120 Spencer 15	-	-	-	-	-	-	-	-	-	4	3	7	7	7	14	11	10	21
129 Stotka 3	-	-	-	10	10	20	-	-	-	-	-	-	-	-	-	10	10	20
139 Tripp	-	-	-	2	4	6	2	7	9	-	-	-	-	-	-	4	11	15
School Total:	9	10	19	25	26	51	2**2**	29	5**1**	35	20	55	2**3**	30	5**3**	11**4**	115	2**29**