

Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
June 12, 2024
6:00 p.m. Closed Session
6:30 p.m. Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

1. CALL TO ORDER

2. ROLL CALL

3. PLEDGE OF ALLEGIANCE

4. APPROVAL OF AGENDA

5. APPROVAL OF MINUTES

A. May 8, 2024 Regular Board Meeting

6. PUBLIC COMMENT – Anyone wishing to address the Board on Items listed under Closed Session on the agenda may do so at this time. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

CLOSED SESSION

1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957
2. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957
3. Litigation; Pursuant to Government Code Section 54956.9

If Closed Session is not completed before 6:30 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

7. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION

8. PARENT ASSOCIATIONS REPORTS

9. CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS

10. PUBLIC COMMENT - Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

11. PUBLIC HEARINGS

Pg 10-101 A. 2024/2025 LCAP Plan

President opens item for public comments.
The public is invited at this time to provide input and comments to the Governing Board on the 2024/2025 LCAP Plan
President closes item for public comments.
Board Discussion.

Pg 102-260 B. 2024/2025 Proposed Original Budget

President opens item for public comments.
The public is invited at this time to provide input and comments to the Governing Board on the 2024/2025 Proposed Original Budget
President closes item for public comments.
Board Discussion.

12. REPORTS - Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities

- A. DEAN OF STUDENTS' REPORT:
- B. RES/MIDDLE SCHOOL PRINCIPAL'S REPORT:
- C. HIGH SCHOOL PRINCIPAL'S REPORT:

Pg 261 D. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT:

E. SUPERINTENDENT'S REPORT:

Pg 262-267 F. CBO'S REPORT:

G. BOARD MEMBER REPORTS:

13. CONSENT AGENDA - All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

Pg 268 A. Approve Inter-District Agreement Request(s) for the 2024-2025 school year

Pg 269-278 B. Approve AP Vendor Check Register and Purchase Order Listing May 1, 2024 – May 31, 2024

14. ACTION ITEMS

Pg 279-280 A. Approve overnight FFA field trip for their Officers' Summer Retreat

Pg 281-284 B. Approve the BUSD Workplace Violence Prevention Plan

- Pg 285-286 C. Approve Education Protection Account (EPA) Expenses in the estimated amount of \$1,335,141
- Pg 287-293 D. Approve iReady renewal for 2024/2025 in the amount of \$24,784.50 using LCAP funding
- Pg 294-300 E. Approve the 2024/2025 Expanded Learning Program (ELOP) contract in the amount of \$126,747 with the Butte County Office of Education
- Pg 301-339 F. Approve the updated Expanded Learning Opportunities Program Plan (ELOP) for the Biggs Unified School District
- Pg 340-505 G. Approve the School Plan for Student Achievement (SPSAs) for Biggs Elementary School, Richvale Elementary School, and Biggs High School
- Pg 506-510 H. Approve the Independent Consultant Agreement with Butte County Office of Education for Workstation Support Services from 9/1/2024 through 8/31/2027 with an annual cost of \$54,000 using LCAP funding
- Pg 511-516 I. Approve the Independent Consultant Agreement with Butte County Office of Education for LAN services from 9/1/2024 through 8/31/2027 with an annual cost of \$34,200 using LCAP funding
- Pg 517-529 J. Approve Schools Excess Liability Fund (SELF) invoice in the amount of \$17,001.87
- Pg 530 K. Adopt Resolution 2023-2024 # 15 Ordering Governing Board Member Election
- Pg 531 L. Adopt Resolution 2023-2024 # 16 Regarding Costs of Candidates' Statements
- Pg 532 M. Adopt Resolution 2023-2024 # 17 Establishing Procedure in Case of Tie Vote at Governing Board Election
- Pg 533 N. Approve purchase of Chromebooks from BDJ Tech for the 2024/2025 school year in the amount of \$56,748.40 using LCAP funding
- Pg 534-535 O. Approve subscription for Nextgen MATH in the amount of \$6,676.00 using Lottery Funds
- Pg 536-538 P. Approve purchase of Do The Math K-5 in the amount of \$8,497.15 using Lottery Funds
- Pg 539 Q. Approve 2024/2025 Designation of CIF Representative to League
The Superintendent recommends approval of the following representatives: Doug Kaelin and Michelle Schleef
- Pg 540-554 R. Adopt Resolution 2023-2024 # 18 Ordering a School Bond Election, and Authorizing Necessary Actions in Connection Therewith
- Pg 555-558 S. Approve purchase of K-8 math curriculum from Open-Up Resources in the amount of \$12,924.73 using LCAP funding

15. PERSONNEL ACTION

- A. Approve Jayden Beck as a lifeguard for the summer 2024 pool season
- B. Approve Amanda Vargas as a Substitute Instructional Aide
- C. Approve Jessica Faltsek as a 5.25 hr. Instructional Aide at Biggs Elementary School beginning August 5, 2024
- D. Accept resignation of Javier Solis from a Multi-Subject Teacher position at Biggs Elementary School effective May 30, 2024

- E. Accept resignation of Javier Solis from his 2024/2025 stipend positions of Spelling Bee Coordinator, Red Ribbon Week Coordinator, ASB Advisor (Jr. High), and BES Lead Teacher
- F. Accept resignation of Javier Solis from his Summer School position teaching 5th/6th Grade in June
- G. Approve Beth Chavez as the 5th/6th Grade teacher for the June Summer School session

Pg 559-561 H. Approve the following for 2024/2025 BES and BHS stipend positions:

- Jeff Thengvall – Chess Club Advisor
- Kelly Lewis – School Site Council Coordinator
- Beverly Landers and Tracey McPeters – splitting SST Coordinator stipend
- Tracey McPeters – State Testing Coordinator
- Tracey McPeters – Shady Creek Coordinator
- Beth Chavez – Red Ribbon Week Coordinator
- Beth Chavez – Jr. High ASB Advisor
- Beth Chavez – Spelling Bee Coordinator
- Jill Pearson – STEAM Night Coordinator
- Brian Harrison – Head Varsity Football Coach
- Rob Hall – Varsity Assistant Coach
- Brenden Smith – Varsity Assistant Coach
- Roscoe Deel – Head JV Football Coach
- Garrhett Milburn – JV Assistant Coach
- Miguel Aguirre – Walk On Assistant Football Coach
- Kameron Smith – Walk On Assistant Football Coach
- Doug Kaelin – Athletic Director
- Michelle Schleef – Assistant Athletic Director

- I. Approve hiring Evelyn Franzella-Chiem as the Special Day Class teacher for the 2024/2025 school year
- J. Approve hiring Peter Gibson as a 4th Grade Teacher at Biggs Elementary for the 2024/2025 school year

Pg 562 K. Approve the Addendum to Superintendent’s Contract for the 2024/2025 school year

Pg 563-567 L. Approve the Amendment to the 2022 Employment Contract between Analyn Dyer and the Governing Board of the Biggs Unified School District with Public Disclosure

Pg 568-572 M. Approve the 2024 Amendment to the School Year Employment Contract Addendum between Doug Kaelin and the Governing Board of the Biggs Unified School District with Public Disclosure

16. INFORMATION ITEMS

- A. Set time for June 26, 2024 Special Board Meeting

17. FUTURE ITEMS FOR DISCUSSION

18. ADJOURNMENT

Notice to the Public: Please contact the Superintendent’s Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request. Agenda materials are available for public inspection at 300 B St., Biggs, CA 95917

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 8, 2024

OPEN SESSION

CALL TO ORDER – President Brown called the meeting to order at 6:03 p.m.

ROLL CALL - Board members present: Linda Brown, Jonna Phillips, and Sean Avram were present at roll call. Melissa Atteberry arrived before the start of closed session. Board members absent: M. America Navarro was absent.

PLEDGE OF ALLEGIANCE – President Brown lead the Pledge of Allegiance.

APPROVAL OF AGENDA – (with Amendments listed below)

Item 15 G: Approve changes to Summer School 2024 staff. Teacher in Charge, BHS Teacher, and Secretaries in the originally posted agenda remain the same.

June TK/K: Holly Perkins; 1/2: Megan Duarte; 3/4: Hollie Byers; 5/6: Javier Solis

July TK/K: Megan Duarte; 1/2: Estefania Huerta; 3/4: Caleb Johnson; 5/6: Hollie Byers

The Board approved the agenda as presented with Amendments. MSCU (Phillips/Avram) 3/0/2

Brown – Aye Atteberry – Absent Navarro – Absent Phillips – Aye Avram – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the Regular Board Meeting on April 10, 2024 as written. MSCU (Avram/Phillips) 3/0/2

Brown – Aye Atteberry – Absent Navarro – Absent Phillips – Aye Avram – Aye

PUBLIC COMMENT (Closed Session Items) - None

The Board adjourned into Closed Session at 6:04 p.m.

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**

Closed Session was adjourned at 6:30 pm and the Board reconvened to Open Session at 6:30 pm.

Staff Present: Doug Kaelin, Superintendent; Loretta Long, Admin. Assist. & HR Director; Analyn Dyer, CBO

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Brown announced that no action was taken in Closed Session.

PARENT ASSOCIATIONS REPORTS – None

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS - None

PUBLIC COMMENT- None

STUDENT REPRESENTATIVE REPORTS AND RECOGNITION:

- A. Recognition of the winner of the Proposed 2024-2025 Budget Cover Art Contest: Anahi Ortiz-Perez was presented with a Certificate and an Amazon gift card
- B. ASB REPORT: Mr. Kaelin reported that ASB had held its last rally of the school year, is preparing for a new year with freshly elected officers, and is planning activities for the last day of school.
- C. FFA REPORT: Mr. Kaelin reported that the FFA held its annual banquet last Thursday night, has sworn in new officers for next school year, had some members recognized for earning their State Degrees, and has many members preparing for the upcoming Silver Dollar Fair.

REPORTS:

- A. DEAN OF STUDENTS’ REPORT: Doug Kaelin reported on behalf of Beverly Landers that the BES playground has opened and the children are very happy. State Testing is complete. Biggs Elementary School is holding a talent show tonight.
- B. RES/MIDDLE SCHOOL PRINCIPAL’S REPORT: Doug Kaelin reported on behalf of Tracey McPeters that the middle school is planning staffing for next school year. Tracey McPeters has received a copy of the high school’s graduation “Bible” so that she can plan the 8th Grade graduation ceremony. The Lunch with Loved Ones event had 100% attendance. Construction on the RES playground will begin next week.
- C. HIGH SCHOOL PRINCIPAL’S REPORT: Doug Kaelin reported that the Night of the Stars event had the highest attendance ever. The Master Schedule for next school year is almost complete. BHS added two more articulated classes with Butte College. The baseball team is the #3 seed in the playoffs and will have a home game. The softball team is the #1 seed and will host the playoffs. 17 track team members qualified for Sections which will be held tomorrow. Having a golf team again was a positive and enjoyable experience.
- D. M/O/T/, FOOD SERVICE DIRECTOR’S REPORT: John Strattard’s previously submitted report was reviewed. Doug Kaelin added that our elementary school cafeteria will offer free breakfast and lunch to community members 18 years old and younger for the summer.
- E. SUPERINTENDENT’S REPORT: Doug Kaelin reported that LCAP planning is in its last stage. Butte County Office of Education employee assigned to reviewing the document is happy with it so far. There will be one more parent input meeting before it is finalized.
- F. CBO’S REPORT: CBO Analyn Dyer read her previously submitted report.
- G. BOARD MEMBER REPORTS: Nothing from the Board.

CONSENT AGENDA:

The Board approved the Consent Agenda Items A through D. MSCU (Atteberry/Avram) 4/0/1

Brown – Aye Atteberry – Aye Navarro – Absent Phillips – Aye Avram – Aye

- A. Approve Inter-District Agreement Request(s) for the 2024-2025 school year
- B. Approve AP Vendor Check Register and Purchase Order Listing April 1, 2024 – April 30, 2024
- C. Approve disposal of damaged Chromebooks
- D. Approve Confidential Staff Summer Schedule of four 10-hour days per week starting June 3, 2024

ACTION ITEMS:

The Board approved Action Items A through F. MSCU (Avram/Atteberry) 4/0/1

Brown – Aye Atteberry – Aye Navarro – Absent Phillips – Aye Avram – Aye

- A. Approve renewal contract with DTS; estimate 41% increase from previous year
- B. Approve Declaration of Need (DON) for Fully Qualified Educators for the 2024-2025 school year
- C. Approve Statement of Need (SON) for the 2024-2025 school year
- D. Adopt Resolution 2023-2024 #09 Authorizing End-of-Year Budget Transfers
- E. Approve purchase of GO Guardian renewal in the amount of \$10,312.50 for the 2024-2025 school year; funding source is LCAP
- F. Approve purchase of TK/K class furniture for 2024-2025 from Lakeshore Learning in the amount of \$8,641.78; funding source is ESSER monies

PERSONNEL ACTION ITEMS:

The Board approved Personnel Action Items A through H including the changes to Item G indicated in the Amendments. MSCU (Avram/Atteberry) 4/0/1

Brown – Aye Atteberry – Aye Navarro – Absent Phillips – Aye Avram – Aye

- A. Accept resignation of Abigail Smith, SDC teacher at BES, effective May 30, 2024
- B. Approve hiring Lucero Araujo as Second Grade Teacher at BES for the 2024-2025 school year
- C. Approve hiring Bree Rosales as Sixth Grade Teacher at BES for the 2024-2025 school year
- D. Approve hiring Carol Loretz and Ron Whitaker as Certificated Substitute Teachers
- E. Approve the following as Lifeguards for the summer 2024 season:

Alexander Brown (New)
Isabelle Little (Returning)

F. Approve Classified Summer Staff:

Katie Cyr
Marisol Topete
Janette Valencia

G. Approve the following employees as Summer School 2024 staff:

Summer School Teacher in Charge: Charlene Locey
Summer School Secretary/Nurse from 6/19/2024 – 06/28/2024: Clara Callaway
Summer School Secretary for the July Session: Donna Cyr
Summer School High School Teacher: Connor McGee
TK/K Teacher: June – Holly Perkins / July – Megan Duarte
1st/2nd Teacher: June – Megan Duarte / July – Estefania Huerta
3rd/4th Teacher: June – Hollie Byers / July – Caleb Johnson
5th/6th Teacher: June – Javier Solis / July – Hollie Byers

H. Approve the following employees to fill the 2024-2025 Stipend List:

ASB Student Council Advisor at BHS: Lauren Garcia
CSF Advisor at BHS: Anne Lair
Varsity Girls Basketball Coach: Tim Sheridan
Academic Decathlon Coordinator: Connor McGee
BHS Lead Teacher: 50/50 split stipend between Vince Sormano and Casey Morch
RES Lead Teacher: Jill Pearson
CJSF Advisor: Joelene Gilman
ASB BES Advisor: Javier Solis
Spelling Bee Coordinator: Javier Solis
BES Lead Teacher: Javier Solis
Red Ribbon Week Coordinator: Javier Solis
5th/6th and 7th/8th Girls Basketball: Hollie Byers
BES Results Coordinator: Hollie Byers
Winter Program Director: Hollie Byers
Event Coordinator: Hollie Byers

The Board approved Personnel Action Items I through M. MSCU (Phillips/Atteberry) 4/0/1

Brown – Aye Atteberry – Aye Navarro – Absent Phillips – Aye Avram – Aye

- I. Adopt Resolution 2023-2024 #10 Honoring Retiring Employee, Carol Frink
- J. Adopt Resolution 2023-2024 #11 Honoring Retiring Employee, Heidi Cammack
- K. Adopt Resolution 2023-2024 #12 Honoring Retiring Employee, Tammie Loftin
- L. Adopt Resolution 2023-2024 #13 Honoring Retiring Employee, Wendy Hansen
- M. Adopt Resolution 2023-2024 #14 Honoring Retiring Employee, Susan Kehoe

INFORMATION ITEMS:

- A. Pool Update: Administration was able to obtain some information from Butte County regarding the Schorh’s Pool. Since 2019, an average of \$52,000 to \$59,000 in taxes was collected annually. We have had recent expenses anywhere from \$37,000 to \$75,000 in a given year. It is estimated that it will cost \$100,000 to repair the pool so it can be usable next summer. It is possible that we could include that expense as part of a bond measure.

FUTURE ITEMS FOR DISCUSSION –None

ADJOURNMENT – 7:10 p.m.

MINUTES APPROVED AND ADOPTED:

_____	_____
Presiding President	Date

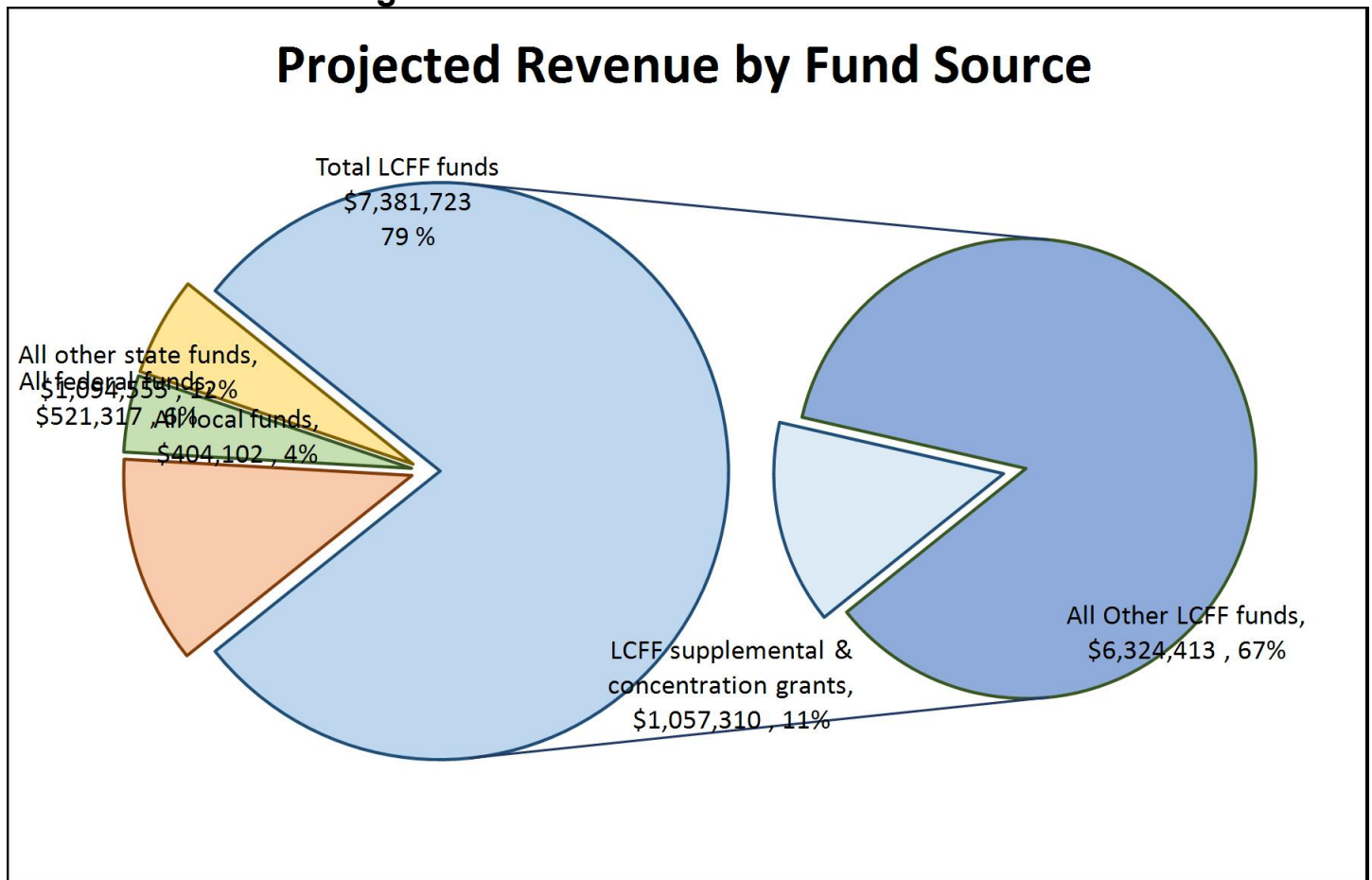
Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District
 CDS Code: 04-61408
 School Year: 2024-25
 LEA contact information:
 Doug Kaelin
 Superintendent
 dkaelin@biggs.org
 530)868-1281

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

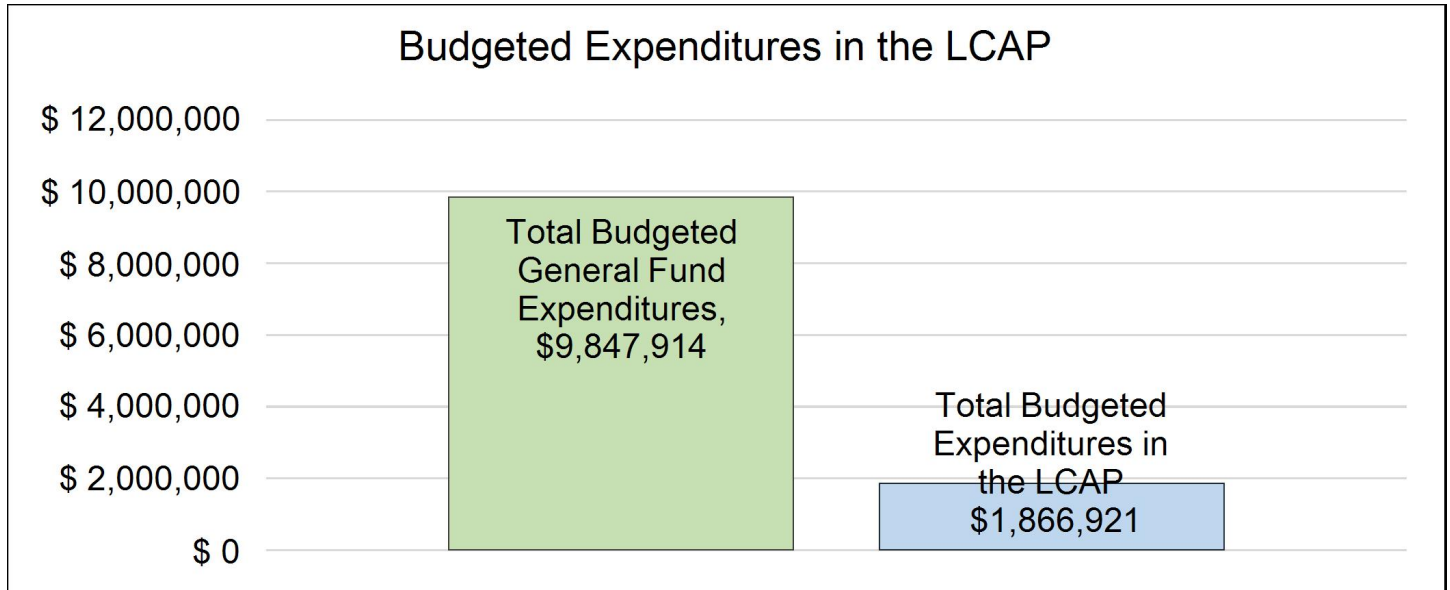


This chart shows the total general purpose revenue Biggs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District is \$9,401,697, of which \$7,381,723.00 is Local Control Funding Formula (LCFF), \$1,094,555.00 is other state funds, \$404,102.00 is local funds, and \$521,317.00 is federal funds. Of the \$7,381,723.00 in LCFF Funds, \$1,057,310.00 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 Biggs Unified 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.

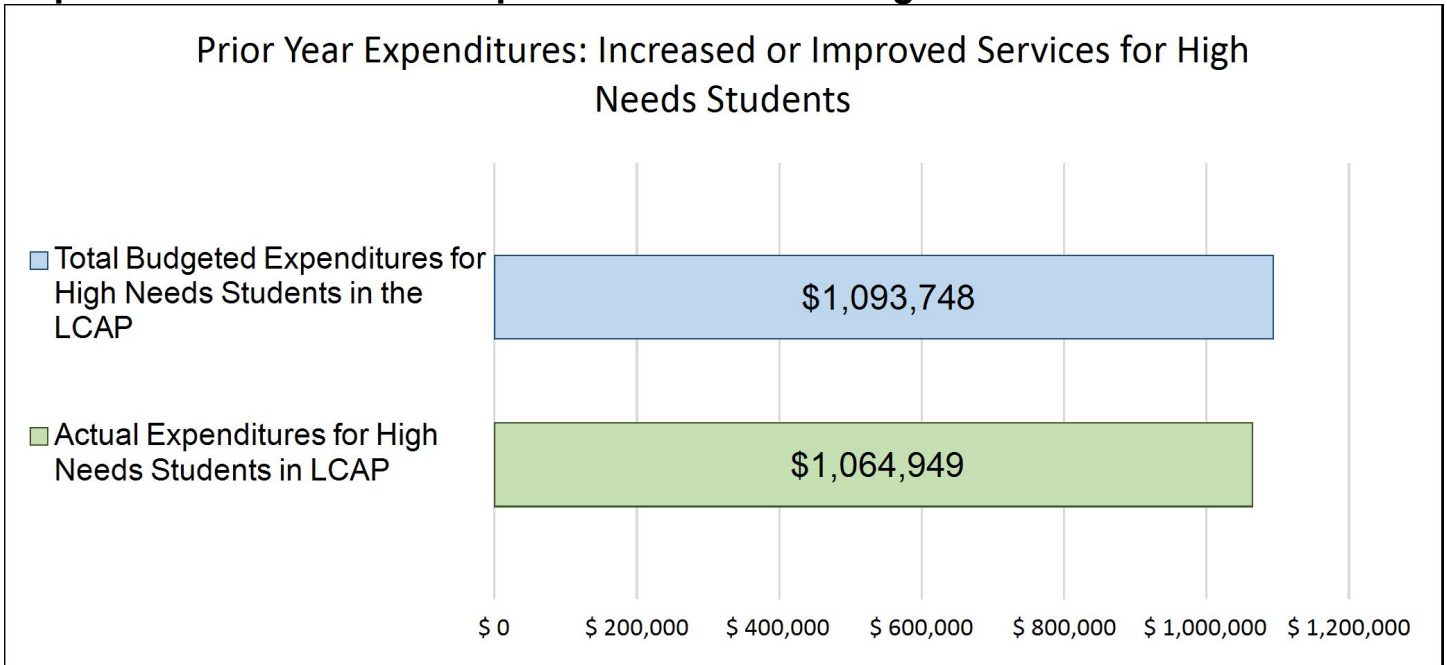
The text description of the above chart is as follows: Biggs Unified School District plans to spend \$9,847,914.00 for the 2024-25 school year. Of that amount, \$1,866,921.00 is tied to actions/services in the LCAP and \$7,980,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Biggs Unified School District is projecting it will receive \$1,057,310.00 based on the enrollment of foster youth, English learner, and low-income students. Biggs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Biggs Unified School District plans to spend \$1,137,220.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Biggs Unified 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 Biggs Unified 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, Biggs Unified School District's LCAP budgeted \$1,093,748.00 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent \$1,064,949.00 for actions to increase or improve services for high needs students in 2023-24.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)868-1281

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.

Biggs Unified School District is located in Butte County, California, in the town of Biggs. Biggs lies 60 miles north of Sacramento and 20 south of Chico. The school district encompasses 135 square miles, which includes the communities of Biggs and Richvale and is in the heart of a rich agricultural area. Biggs USD has a student enrollment of 548 students. We have 47 English Language Learners (8.57%) with the majority having Spanish as the primary language. Approximately 63.5% of the students qualify for free or reduce lunch program district-wide. The district’s schools include: Biggs Elementary School (TK-8), Biggs High School (9-12), all in the town of Biggs; Richvale Elementary School (K-5) is located in the neighboring community of Richvale. The district employs a superintendent and high school principal, a TK- 5 principal at Biggs Elementary and a 6-8 grade principal at Biggs Elementary who also oversees Richvale Elementary. The district employs 36 credentialed teachers and 40 classified and confidential non-teaching personnel. Professional development provides staff with training focused on delivering effective curriculum, instruction and assessment practices, SEL learning, student behavior, and school safety.

The educational program focuses on student achievement of the state content standards using current state-adopted and district-approved instructional materials. Students have opportunities to participate in six career technical education pathways, after school programs, sports, extracurricular activities and student leadership activities, which broadens their educational experience. Student support services include: special education classes, resource specialist programs, a speech and language program, counseling and psychologist services, ELD instruction and bilingual instructional aide work with English learners. Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Teachers in grades TK-5 have received training in the science of reading and have incorporated those strategies into reading instruction.

Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student teacher ratio does not exceed 23 to 1 Kindergarten through third grade, and an average of no more than 25 to 1 in grade four through grade six. The district contracts technology service through Butte County Office of Education. All students have one to one Chromebooks, based on the district's technology plan. The district has created literacy plan for TK-high school to improve our students literacy. In addition to extensive training on the science of reading, the elementary

school staff has created common assessments and a standards based report card to ensure that standards and assessment are consistent throughout the district. Middle school through high school also has district wide common assessments and intervention programs. The District completed an 8 million dollar modernization project that affected all three campuses in recent years. In 2021-24 14 teachers participated in a grant that focused on Universal Lesson Design to help meet the needs of our diverse student populations. Biggs High School completed a WASC accreditation in the spring of 2023 receiving a six year accreditation

Reflections: Annual Performance

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

BUSD has made progress in several areas based upon a review of performance on state and local indicators, progress towards LCAP goals, local self-assessment tools, and educational partner input. Some areas of progress are featured below. Teachers have continued efforts to support students both academically and social/emotionally. Teachers offered extra support and focused on making connections with each and every student. The district purchased and implemented Wayfinder, a social emotional curriculum in elementary through high school. The middle school and high school purchased and implemented IXL, a curriculum that provides individual support for ELA, Math, Science, and Social Studies. Elementary school teachers participated in LTRS training to improve their reading instruction and utilized I Ready for targeted intervention.. BUSD continued it's partnership with BCOE in the UDL grant. The results of all these efforts were that students continued to make growth in benchmark assessments and CAASPP scores (shown below). We improved on ELD students making progress from 23% to 51.2%. Students' behaviors continued to improve and suspension rates lowered from 6.1%-5.3%. We improved with 66.6% of students who took the AP test passing at a 3 or higher. We increased our CTE sequence completers from 10% to 65.5%. In addition, our Chronic Absenteeism rate went from 46% to 22.7%.

Academic Progress:

Local Benchmark Assessments

I Ready k-5 Spring 24

MAPS 6-12 Spring 24

CAASPP 22-23

BES ELA improved by 6 points, BES math improved by 17.4 points

RES ELA declined about 5 points RES math improved by 31.9 points

BHS ELA improved by 67.6 points, BHS math improved by 70.2 points

We are excited about the improvements that we have made both academically and in school climate. We do have some students groups in the lowest performance indicators on the 2023 California State Dashboard.

District wide- CAASPP ELA is in the red for both ELD students and students with disabilities, CAASPP math is in the red for students with disabilities. Actions 2.6 specifically addresses academic achievement for students with disabilities. Action 2.6 addresses support only for ELD students. Other actions will help to improve test scores school wide, with special attention for closing the achievement gap for ELD students and students with disabilities. Action 1.1 addresses hiring appropriately credentialed teachers, Action 1.2 makes sure that we have standard aligned instructional materials. Action 1.5 provides professional development for teachers, which should help improve teaching

practices and lead to higher achievement. Action 2.1 provides time and personnel to look at data, especially for low performing groups, and to provide targeted intervention. Action 2.3 provides math coaching support to improve teaching practices. Action 2.4 provides intervention for struggling readers at the elementary level. Action 2.5 is a targeted intervention program to improve student math scores and action 2.8 provides afterschool tutoring.

BES CAASPP ELA is in the red for ELD students. Action 2.6 is designed to help support ELD students. Other actions will help to improve ELD test scores school wide, with special attention for closing the achievement gap for ELD students. Action 1.1 addresses hiring appropriately credentialed teachers, Action 1.2 makes sure that we have standard aligned instructional materials. Action 1.5 provides professional development for teachers, which should help improve teaching practices and lead to higher achievement. Action 2.1 provides time and personnel to look at data, especially for low performing groups, and to provide targeted intervention. Action 2.4 provides reading intervention. Action 2.5 is a targeted intervention program to improve student ELA scores grades 6-8 and action 2.8 provides afterschool tutoring.

BES suspension rate is in the red for white students. Actions 3.2, 3.9, and 3.10 are created in order to address this discrepancy. These actions combined provide restorative practices and an alternative to suspension, PBIS, and social emotionally learning. We expect to see a much lower suspension rate next year.

In addition, we are working to improve the percentage of fully credentialed teachers from 86.11% to 100 % by implementing action 1.1. We intend to improve our reclassification rate of 9% to 20% by implementing action 2.6. Our college and career ready rate declined from 26%-12.9% and should improve with the actions 1.6 and 1.10. We also have implemented actions 3.1, and 3.8 in order to get more than 15% parental involvement in parents responding to google forms and build stronger connections with families.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A survey was sent to all teachers in the district on April 22, 2024.
Principals and Administrators	The superintendent and principals of BES, and RES consulted together in person to discuss the needs of the school and how to address through through actions in the LCAP on February 21, March 12, and April 10th of 2024
Classified Staff	A survey was sent to all classified staff in the district on April 22, 2024
BUTA: Biggs Unified Teachers Association	The presidency of BUTA gave feedback for the LCAP on April 17th, 2024 by responding via email about what actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents at BHS, BES and RES on March 7, 2024 Parent Coffee was held at BES on March 7, 2024 and RES on March 11, 2024 to discuss ideas on improving behavior and soliciting input on how to improve the school.
Students	Mrs. Landers visited each elementary classroom and solicited input for the LCAP on April 15th. Mrs. McPeters visited with students in the middle school on April 15th and 16th. Mr. Kaelin met with students in grades 9-12 on April 10th and 17th. Local Student Surveys were given to students in grades 5th and 7th on April 18th, 2024.
Site Council	BES and RES Site Council met on January 25th and April 18th to gather input for the LCAP. BHS met March 14th, 2024 to discuss the LCAP.

Educational Partner(s)	Process for Engagement
ELD Parents	A survey was sent to parents of ELD students on May 3, 2024
SELPA	The SELPA engages with LEAs through monthly meetings of the Directors' Council and Governing Board. At these meetings, LEAs receive information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. For example, in March, the Director provided some details about the new reporting of Least Restrictive Environment data on the California Dashboard. SELPA Program Specialists also attend CIM and DA meetings for specific districts on request, and engage with small LEAs related to educational benefit reviews and student record reviews. The SELPA offered LCAP consultation sessions on May 28 provide context for students with disabilities and to field questions.

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

Biggs Unified School District values feedback from educational partners and used their feedback in creating goals and actions for the 2024 LCAP. This is a summary of the priorities of each group and the actions which have been developed in order to address their input.

Teachers: Teachers wanted a family literacy night (Action 1.13) in order to promote literacy and improve parent and family engagement. They wanted to continue with the art program and look into implementing music. They felt it was important to continue with reading intervention (2.4) in order to improve student achievement. They wanted to continue with and expand family events (Action 3.8) Behavior support was very important to them and will be addressed through actions (1.7, 3.2,3.9,3.10).

Principal and administrators: The administration was concerned about lack of parental response through surveys and wanted to improve family engagement through more family events. This is addressed in actions 3.1 and 3.8. Improving benchmark and CAASPP test scores was a priority and actions (2.1,2.2, 2.3, 2.4, 2.5 2.6, 2.7,2.8) should all help address student achievement. Improving student behavior and reducing the suspension rate is a priority and will be addressed through Actions (3.2,3.9,3.10). The principals also felt that incentives were important in order to continue promoting students achievement and increasing attendance. Actions 3.3 and 3.7) will address this priority. They all agreed that finding a school counselor (1.7) and continuing social emotional learning (3.10) would help with student behavior. Improving the ELD program was also a priority for the administration.

Classified staff: Classified staff wanted to see more family events (3.8), recognition for not just academic achievement but character development (3.3), reading and math intervention (2.3,2.4), afterschool clubs and tutoring (2.8), a school counselor (1.7), independent study (1.8), and parenting workshops (2.7). The priority for classified staff was behavior support (3.2,3.9,3.10).

BUTA: The local bargaining unit wanted to continue with family events such as Family Literacy Night (1.13) and STEM Night (1.3) they wanted to see more clubs, music, and art. They felt that peer mentoring would be beneficial. Intervention (2.4) and behavior support (3.2,3.9,3.10) were a priority for them. They also felt strongly that finding a school counselor (1.7) for BES was a priority.

Parents: Parents wanted to improve honoring academic achievement (3.7). They wanted to continue with incentives for attendance and expand it to achievement (3.3). They enjoy school events such as Family Literacy Night (1.13) and STEAM Night (1.3). Student behavior (3.2, 3.9, 3.10) and counseling (1.7) were important to them and a priority.

Students: Students want to continue incentives for attendance and would like incentives for achievement (3.3). They like student recognition (3.7). They want to continue STEM Night (1.3) and have a Family Literacy Night (1.13). Their priority was improved food, more drinking fountains (1.9), more sports equipment, and more sports and clubs.

Site Council: Site Council wanted to honor academic achievement (3.7), offer incentives for attendance and achievement (3.3). They would like to see more sports, art, music, and after school clubs and tutoring (2.8). They also would like to improve student behavior (3.2, 3.9, 3.10) and implement peer mentoring.

ELD Parents: ELD parents were extremely satisfied with the school. They indicated that they would like to continue with ELD support (2.6) and walk to learn instruction which is provided through ELA intervention (2.4) at Biggs.

Selpa: The SELPA annually provides a presentation to offer ideas how students with disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and SIL resources to pull relevant data to inform goals for both CIM and DA work. They have shown us how to align performance indicators with LCAP priority areas for the writing process. They have provided proposed educational partner input survey questions. And, they have offered to review our LCAP as it relates to students with disabilities. These activities have helped us ensure our LCAP adequately addresses the needs of all students including students with disabilities, as seen in Actions 1.7 School Counselor, 2.7 Support for Students with Disabilities and 3.10 Social Emotional Learning Curriculum..

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Biggs Unified District Mission Statement states that, "...It is the mission of Biggs Unified to encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." The first step to becoming a successful life longer is for the district to prepare students for high school and to become college and career ready students. Educational Partner input led to the development of this goal because making sure students are ready for the next grade level and high school is part of helping students to eventually become college and career ready.

In analyzing the data we found some areas of concern that lead to the development of this goal:

- 86% of teachers are properly assigned and credentialed
- BES currently has no access to a school counselor.
- 12.5% College and Career Ready on the dashboard
- 18.37% Completed CSU and UC requirements.

We plan to improve our metrics in reaching our goals. We will accomplish this by continually ensuring properly credentialed and appropriately assigned teachers, exploring and adopting new math and ELA curriculum in grades K-12 which will help us maintain a 100% access to standards aligned instructional materials, providing a STEAM night and Family Literacy Night for the elementary which is very important to educational partners as indicated through local surveys, making sure students continue to have access to devices, providing professional development for teachers in all subject areas, and providing curriculum support for AP classes. We plan to improve our campus by adding an additional filling station, shade structures, and maintaining our athletic fields. We will continue with an independent study teacher in order to meet the needs of more students. Bringing back the school counselor at the elementary level will aid in improving conditions of learning for students, especially those with special needs and low income students. In order to better support and retain new teachers, we will continue to provide support to help them clear their credential and be successful in the classroom. Para professionals will

help improve behavior, keep students safe, and provide intervention and support to unduplicated pupils. Progress toward this overall goal will be measured through several data points such as improving the number of fully credentialed teachers from 86-100%, maintaining access to standards aligned instructional materials measured through the school accountability report card, and using the facilities inspection tool to make sure facilities are maintained and in good repair. We will measure the implementation of state standards through the local priority tool and the access to a broad course of study. Conditions of learning will be measured through the California State Dashboard, which measures college and career readiness, and the high school graduation rate. We will look at local data to examine the number of students who pass AP tests and hope to maintain at least 50% which we accomplished last year at 65%. Educational partner input and improvement in student achievement and engagement as they move through grades will help us to determine that our actions are providing optimal conditions of learning to help students to become ready for high school, college, and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A - Teaching staff are properly assigned and appropriately credentialed Source: SARC	86% of teachers are properly assigned and appropriately credentialed			100% of teachers properly assigned and appropriately credentialed	
1.2	1B - Access to standards aligned instructional materials Source: SARC	100% of students have access to standards aligned instructional materials			Maintain 100% access to instructional materials	
1.3	1C - Facilities maintained in good repair Source: Facilities Inspection Tool	Good Rating			Maintain Good Rating	
1.4	2A /2B - Implementation of State Standards for all students and ELD	Full Implementation (4) All			Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students to gain English language proficiency Source: Local Indicator Tool Priority 2	Full Implementation and sustainability (5) ELD Students			(5) for all and ELD students	
1.5	7A - Access to and enrolled in a Broad Course of Study Master Schedule	District offers 6 CTE pathways			Maintain 6 CTE Pathways	
1.6	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	No access to a school counselor 5 days a week in grades TK-8			Maintain a school counselor 5 days a week for students k-8	
1.7	College/Career Ready California Dash Board	2022-2023 12.5% Prepared 61.3% Approaching prepared			50% Prepared 40% Approaching Prepared 10% Not Prepared	
1.8	Priority 5E- Graduation Rate Dashboard	2023 96.8% ALL 100% Hispanic 95.7% Low income 93.8% White Due to the small number of students at BHS, these are the only groups with disaggregated data.			98% for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Priority 4- Pupil Achievement AP Enrollment and Pass Rate	66% of students who took the AP test passed with a 3 or higher			Maintain 50% of students who take the AP test will pass with a 3 or higher.	
1.10	Priority 5D- High School Middle School Drop Out Rate	1% High School 0% Middle School			1% High School 0% Middle School	
1.13	Graduates Meeting UC/CSU Requirements SARC	98.62% Enrolled 18.37% Completed			50%	

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	Certificated Staff	BUSD will hire and maintain fully credentialed and appropriately assigned teachers. All teachers TK-8 have multiple subject credentials. Teachers in 9-12 have single subject credentials in the subject they teach.	\$346,487.00	Yes
1.2	Standards Aligned Instructional Materials	We will pilot and purchase new Math and ELA curriculum in grades TK-12 in order to provide curriculum in the most current California State Standards.. We will maintain and provide supplementary curriculum as needed in social studies, science. and ELD curriculum in grades TK-12 in current California State Standards.	\$15,000.00	Yes
1.3	Increase engagement and awareness of NGSS	BES and Richvale host a STEM Night for families to increase science engagement and awareness of New Generation Science Standards.	\$1,000.00	Yes
1.4	Technology	Maintain a 1 to 1 ratio of devices as per district technology plan	\$165,000.00	No
1.5	Professional Development	Professional Development for teachers in ELA, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum.	\$3,000.00	Yes
1.6	Get Focused- Stay Focused High School Curriculum	Purchase curriculum for high school student goal setting and career exploring.	\$2,600.00	Yes
1.7	Counseling Support	Fund a fulltime counselor with 15 extra days to provide students support at the elementary level.	\$12,957.00	Yes
1.8	Independent Study	Fund online Independent Study Program (Accelus) and Independent Study Coordinator.s.	\$160,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Facilities	Purchase another filling station for BES. Purchase shade structure for the elementary and middle schools. Provide general Upkeep to facilities, including athletic fields.	\$369,200.00	No
1.10	AP Spanish	Vista Higher Learning AP Spanish Support	\$750.00	Yes
1.11	New Teacher Support	BUSD will provide support to new teachers in order to help them clear their credential.	\$17,500.00	
1.12	Classified Staff	BUSD will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision.	\$165,655.00	Yes
1.13	Family Literacy Night	BES will provide Family Literacy Night for families at BES and RES.	\$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	BUSD will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research shows that data driven instruction leads to improved student achievement and progress toward California state standards. Based on educational partner input and current research, Biggs Unified developed this goal.

Analysis of school data suggest some areas of concern:
 Students with disabilities are RED on the dashboard for ELA (118.5 Points below standard) and Math (148.5 Points below standard) districtwide.
 ELD students also are in the red for ELA districtwide (77.7 Points below standard) and at BES (78.2 Points below standard).
 Our CAASPP math scores are also low for the district at 81 Points below standard.
 The district would also like to improve our ELD reclassification rate which is only 9%.
 Improving A-G completion from 7% to 20% is a priority.

In order to reach our desired outcome for 2024-25, teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the site principals to improve student achievement toward California state standards. The elementary student intervention teacher will provide intervention for struggling students and teachers will provide designated and integrated instruction to EL's in order to improve student performance and help reclassify students. We will hire a math coach to help teachers improve instructional practices, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Teachers will receive collaboration time and professional development in order to bring students closer to reaching the standards in ELA and math. We will provide afterschool tutoring and purchase IXL to help provide targeted intervention for students in ELA and Math. All of these actions should help improve scores for all students which are improving, but still low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments Source: California State Dashboard	<p>BES ELA -42.3 PBS ALL</p> <ul style="list-style-type: none"> • 78.2 PBS ELD • 55.8 PBS Low Income • 120 PBS Students with Disabilities <p>BES Math -85.6 PBS ALL</p> <ul style="list-style-type: none"> • 104.1 PBS ELD • 98.7 PBS Low Income • 143.2 PBS Students with Disabilities <p>RES ELA -24 PBS RES Math -11.7 PBS No student groups due to low number of students</p> <p>BHS ELA +29.7 PAS +28.2 PAS</p> <p>BHS Math -105.4 PBS</p> <ul style="list-style-type: none"> • 124.3 PBS Low income <p>No other student groups reported due to low number of students</p> <p>Student groups in the RED</p>			BES and RES at standard for math and ELA BHS at standard for math and 10 points above standard for ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		BES ELA (ELD Students) -78.2 PBS District ELA (ELD Students) 77.7 PBS (Students with Disabilities) -118.5 PBS Math (Students with Disabilities) -148.5 PBS				
2.2	4E EL's who make progress toward English proficiency	2023 51% of EL students made progress			50% of EL students make progress	
2.3	4F EL Reclassification Rate Source: District Reclassification Policy	2023 9% of students reclassified			20% Reclassified	
2.4	A-G Completion percentage	2023 7% of students			20% of students	
2.5	CTE Sequence Completers SARC	2023 65.5 % CTE Sequence Completers SARC			50% Sequence Completers	
2.6	CTE and A-G	2023 7.5% met both			10% of graduating seniors met both	
2.7	11th Grade EAP	36% of test takers			25% of test takers	
2.8	8 Local Data Source: Benchmark Assessments K-5 I Ready 6-12 MAPS	BES Reading 40% meet or exceed BES Math 31% meet or exceed RES Reading 68% meet or exceed			60% of students meet or exceed standards on district benchmark for ELA and 50% meet or exceed on math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RES Math 54% meet or exceed 6-8 MAPS Reading 53% 6-8 MAPS Math 44% 9-12 MAPS ELA 62% 9-12 MAPS Math 26%				

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	Assessment Data Analyzation	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for both a data coordinator and professional development time.		
2.2	District wide benchmark plan and schedule for math and ELA	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady K-5 and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	\$24,785.00	Yes
2.3	Math Coach Support	Contract a math coach K-12 to help improve math instruction and raise math scores.	\$10,000.00	Yes
2.4	ELA Intervention Specialist	Maintain an ELA intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in ELA best practices, and pull out struggling students for intervention.	\$146,631.00	Yes
2.5	Middle School and High School Intervention	Purchase IXL in order to provide targeted intervention in both math and ELA for grades 6-12	\$4,275.00	Yes
2.6	ELD Support and Curriculum	Students will receive designated and ELD services from a credentialed teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. This action should improve the CAASPP scores in ELA for ELD students districtwide which is in the RED for ELA and at Biggs Elementary, which is also in the RED on the California School Dashboard.	\$9,000.00	Yes
2.7	Additional Support for Students with Disabilities.	We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional	\$38,702.00	No

Action #	Title	Description	Total Funds	Contributing
		academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals. Students with disabilities are in the RED on the dashboard LEA wide for ELA and Math. This action is created to address this.		
2.8	Afterschool Tutoring	We will provide afterschool tutoring at BHS and BES.	\$12,293.00	Yes
2.9	LTELS Additional Support	Middle school and high school ELD students will get additional pull out support. This is targeted to help older students perform on the ELPAC in order to redesignate before becoming long term English Learners. This will also help LTELS redesignate.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Biggs Unified School District will promote student engagement and a school culture conducive to learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student engagement is necessary for student success. Biggs Unified Mission statement is, “Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens.” Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Educational Partners also agree that promoting student engagement and a school culture conducive to learning is a top priority for Biggs Unified Schools.

Analyzing school data provided some areas for improvement:
 Only 15% of parents districtwide responded to the survey
 22.7% Chronic Absenteeism Rate
 5.3% Student Suspension Rate, especially high at BES at 6.3%

We developed this goal in order to address the needs indicated in the data and to promote student engagement and a create a culture conducive to learning. Our school provides free transportation to help all students and transportation to special programs. We provide tutoring services for middle school and high school and plan to expand to the elementary school. We have created a school wide incentive program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school and to work hard on assessment. We hope to improve school culture, achievements, and connections by providing academic celebrations. We are making efforts to improve family connections by having more events such as Math Night, Grandparents Day, and parent coffees. We are also improving the methods at which we send out surveys in order to encourage more feedback. . We are working hard to improve behavior and school culture for students at BES through a new behavior program that offers an alternative to suspension and gives students an opportunity to be accountable for their behavior and through implementing PBIS with fidelity. Providing SEL curriculum and support will also help improve behavior and reduce the chronic absenteeism rate. These goals and actions were created in response to the feedback from our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts to seek parent input Source: parent student and staff surveys Local Indicator 3	2023 15% of parents responded to Google forms 15 parents attended Parent Coffee We have an active parent club and site council			75% Participation in Google form survey. 30 parents attend Parent Coffee Continue to have an active parent club and site council	
3.2	3B- Efforts to seek parent input of unduplicated pupils	Surveys provided in multiple languages An interpreter attended parent coffee			Maintain surveys in multiple languages and continue to provide an interpreter at parent events.	
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/paper, access to school computer, and google forms.			Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	
3.4	5 A- Attendance Rates Source P2 Attendance Report	95.63% Districtwide 95.30% BES 95.15 RES 96.42 BHS			Maintain 95%	
3.5	5B- Chronic Absenteeism Rates	2023 22.7% Chronically Absent for the District.			10% Chronically Absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard Chronic Absenteeism Rate Indicator	27.5% Low income 33.3% Students with disabilities 22.3% Hispanic Students			10% SED 15% students with disabilities 10% Hispanic Students	
3.6	5C- Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2023 0 Middle School 2 High School			Maintain 0 Students Middle School 1 Student High School	
3.7	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2023% 5.3% suspended at least one day BES 6.3% 8.2% students with disabilities 6.9% low income Dashboard RED 9.8% White			1.2% Suspended at least once a day.	
3.8	6B Expulsion Rates Source: CALPADS	2023 0 students expelled			Maintain 0 students expelled	
3.9	6C- Sense of school safety and connectedness. Source; Local Survey CHKS	2023 81% of parents feel connected to the school. 85% of parents feel school is safe			80% of Parents believe school is safe 80% of students feel school is safe	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91% of 5th graders feel the school is safe 86 % of 7th graders feel the school is safe 86% 9-12 feel school is safe			80% of parents feel connected to the school.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve parent and student input.	We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will provide a parent coffee event	\$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		yearly at the elementary schools. We will meet twice a year with student advisory groups and administer Healthy Kids Survey and other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners.		
3.2	Alternatives to Suspension	We will provide a reflection room as an alternative to suspension. The reflection room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for white students.	\$200.00	Yes
3.3	Student Incentives	The district will provide incentives in order to maintain and improve our attendance rate, decrease chronic absenteeism, and improve student achievement.	\$9,000.00	Yes
3.4	Home to School Transportation	The district will provide home to school transportation to be sure that students attend school and special programs	\$319,453.00	Yes
3.6	Parent/ Student Communication	We will provide Catapult as a way to better communication between home and school.	\$5,000.00	Yes
3.7	Student Academic Celebration	Maintain student academic celebration events like Night of the Stars, Senior Awards Night, CJSF Induction Night and Honor Roll.	\$4,250.00	Yes
3.8	Family Events	BES and RES will increase family events by adding a math night, grandparents day, and parent coffees.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	PBIS	Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS. This will help improve our white students suspension rate which is in the RED.	\$600.00	Yes
3.10	SEL Curriculum	Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. This will help improve our suspension rate for white students, which is in the RED. It should also help students with disabilities so they can be more successful in class.	\$20,258.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,057,310.00	\$72,478.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.213%	0.000%	\$0.00	17.213%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Certificated Staff</p> <p>Need: Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 14.4 points lower than their peers county/district-wide in ELA, and 17.1 points lower than their peers in math.</p>	<p>This action will ensure that BUSD will make every effort to hire and retain effective and fully credentialed teachers.</p> <p>All services are planned to be implemented district/school-wide because of the high percentage of targeted students. After assessing the needs of our low-income students, English learners and students with disabilities, we learned that their achievement rates are lower than for all students. In order to address this condition,</p>	1.1, CAASPP scores, benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our English learner students are performing 51.4 points lower than their peers county/district-wide in ELA and 28.7 points lower than their peers in math. Our Students with Disabilities are performing 92.2 points lower than their peers county/district-wide in ELA, and 67.5 points lower than their peers in math. Students with disabilities are identified in the red on the dashboard for both ELA and math district wide. ELD students are identified in red on the dashboard for ELA districtwide and for BES.</p> <p>Research by R. Seebruck (2015) and educational best practices indicate that well-prepared and effective teachers have a very significant impact on student learning outcomes.</p> <p>Scope: LEA-wide</p>	<p>actions detailed above in goal 1, provide supports and resources to address the challenges of our students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit.</p> <p>Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for the 2024-2025 Local Control Accountability Plan for Biggs Unified School District.</p>	
1.2	<p>Action: Standards Aligned Instructional Materials</p> <p>Need: Based on the needs of low income students and ELD students who are performing below standard in ELA and Math we have developed this action. Our ELA scores reflect that low income students at BES are 78.2 PBS. Our low income students' math scores at BES are 98.7 PBS and at BHS are 24.3 PBS. ELD scores are low at BES for math at 104.1 PBS</p>	<p>Providing the most recent standards based instructional materials should raise test scores and improve student learning to help students become college and career ready. This is targeted to benefit low income students and ELD students, who will have an additional curriculum to help promote language acquisition. This will be provided LEA wide as all students will benefit from standards based instructional curriculum.</p>	1.2, 1.7, 1.8 and CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and ELA at 78.2 PBS. According to the dashboard, BES is in the RED for ELD students in ELA and in the RED for ELD students districtwide.</p> <p>BUSD plans to pilot and purchase new math, and ELA, curriculum for grades TK-12 due to the new math standards roll out and the need for a more current ELA curriculum that reflects the most current research in the science of reading in order to improve student learning and be college and career ready.</p> <p>Research indicates that standards aligned instructional materials have an impact on raising test scores for ELD and low income students (Oakes, J., & Saunders, M. (2004)).</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Increase engagement and awareness of NGSS</p> <p>Need: Feedback from educational partners indicate that families and students at BUSD would benefit from a STEM night, as well as more family events. Students and families would benefit from support in making science standards more accessible and engaging. Students and families would benefit from opportunities to build partnerships with teachers and administration in order to help</p>	<p>Not only should this action impact student achievement, it provides the opportunity to build relationships with families and staff, as well get students excited about the NGSS science standards. In addition, it supports education at home by giving families ideas and tools to help bring science exploration out of the classroom and into the home.</p> <p>Action 1.3 would benefit low income and ELD students by providing more access to science standards and curriculum. However, due to the high percentage of unduplicated students at BES, it makes sense to provide STEM Night for all</p>	1.2, 1.4, local survey data of feeling connected to the school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students be successful in becoming college and career ready.</p> <p>Research demonstrates the positive impact of elementary school family science night on academic achievement (Lee, H. and Kim, J., 2017).</p> <p>Scope: LEA-wide</p>	<p>students. Inviting siblings will help low income families by not requiring child care and providing access to an interpreter that evening will help support our ELD families.</p>	
<p>1.5</p>	<p>Action: Professional Development</p> <p>Need: BUSD needs to continue to improve in CAASPP scores, especially for low income students. BES low income students are 98.7 PBS in math and 55.8 PBS in ELA. BHS low income students are 24.3PBS in math.</p> <p>BHS college and career readiness rate is low at 12.5%. Low income students are only 8.7% ready. In addition, teachers and administrators have expressed the need for professional development, especially in math.</p> <p>Research consistently demonstrates that high-quality, research-based professional development for teachers can lead to improved student learning outcomes across subject areas, grade levels, and student populations. By providing teachers with the knowledge, skills, and support they need to</p>	<p>Action 1.5 addresses this need to improve instruction for low income and all students because improved instruction in state standards will help students become more college ready and improve benchmark assessments and CAASPP scores. This action is provided on an LEA wide basis to address the needs of all students, especially low income students who are the majority.</p>	<p>1.4, 1.7, CAASPP scores, benchmark assessments, and teacher feedback.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>enhance their instructional practice, PD plays a crucial role in promoting student success and academic achievement (Hoge, D. M., 2016).</p> <p>Scope: LEA-wide</p>		
<p>1.6</p>	<p>Action: Get Focused- Stay Focused High School Curriculum</p> <p>Need: Only 12.5% of students were prepared for college/career on the California State Dashboard. This is 37.5% less than the district target. Low income students are even less at 8.7% prepared.</p> <p>Research by Martinez, R. R., Baker, S. B., & Young, T. (2017) indicate that curriculum designed to address college and career readiness and goal setting can improve student readiness.</p> <p>Scope: Schoolwide</p>	<p>This action purchases curriculum that will help students set goals and explore careers. This will be provided schoolwide to target low income students who are only 8.7% prepared and will benefit all students. .</p>	<p>1.7, 1.8</p>
<p>1.7</p>	<p>Action: Counseling Support</p> <p>Need:</p>	<p>A counselor at Blggs Elementary could provide one on one counseling for students who have experienced trauma. In addition, they could provide whole class and small group instruction for social and emotional skills. We expect this to help</p>	<p>1.6, CAASPP scores, staff surveys on behavior</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low income and students with special needs at Blggs Elementary would benefit from counseling in order to address trauma, and social and emotional needs. Teachers, families, and principals have recognized that many students at BES have experienced trauma, especially low income students, and students with special needs often need support with social skills.</p> <p>Students whose social and emotional needs are not met, have a hard time focusing in class, and often can exhibit behavior that impacts their learning, as well as disrupting the learning of other students in class. Educational partners have expressed a need for improving student behavior, as well as improving test scores. Low income students at BES are 98.7 PBS in math and 55,8 PBS in ELA. Students with disabilities are 143.2 PBS in math and 120 PBS in ELA.</p> <p>Educational Research highlights the essential role of elementary school counselors in promoting the academic, social, emotional, and behavioral well-being of students. By providing comprehensive counseling services, collaborating with families and staff, and implementing evidence-based interventions, elementary school counselors contribute to creating a positive school climate (Scott, C., 2019)</p> <p>Scope:</p>	<p>struggling students and improve behavior and learning. This is provided schoolwide, but low income and students with special needs will receive priority.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.8	<p>Action: Independent Study</p> <p>Need: Some students have health, social, or behavioral challenges, or family preferences and would benefit from having options other than the traditional classroom experience. This is especially necessary for low income students who experience a higher rate of trauma.</p> <p>Scope: LEA-wide</p>	<p>Providing a long term independent study program provides options to accommodate students with emotional, behavioral, health, challenges, or students who thrive learning from home independently. This action provides curriculum that meets state standards, as well as a coordinator to check in with students and families and provide the support necessary for them to be successful.</p> <p>This service is planned to be implemented district/school-wide. Low income students will have priority access to independent study.</p>	1.2, 1.8
1.10	<p>Action: AP Spanish</p> <p>Need: BHS improved their number of students who passed AP tests from 3 students to 4 students. AP Spanish requires additional support curriculum in order to make it accessible to students in order to help them pass the AP test. Only 12.5% of students were college and career ready, which is 37.5 % points lower than the district target. Low income students have an even lower rate at 8.7% prepared and would benefit most from this additional support.</p> <p>Scope:</p>	<p>Vista Learning provides additional support to help students pass the AP test in order to maintain and improve the number of students who are passing the AP test at a 3 or higher. AP courses help students to be better prepared for college. Action 1.10 should help low income students pass the AP test, which will help improve their college readiness rate which is lower than it is for all students. This action will be provided districtwide as the college career readiness rate is low for all students.</p>	1.7 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.11	<p>Action: New Teacher Support</p> <p>Need: BUSD has only 86% fully credentialed teachers. We also have room for improvement on standardized testing: ELA is 26.3 points below standard and math is 81 points below standard district wide. Low income students scores are even lower districtwide at 40.7 PBS for ELA and 98.9 PBS for math.</p> <p>Research suggests that a teacher’s years of experience and quality of training are correlated with children’s academic achievement (Gimbert, Bol, &Wallace , 2007).</p> <p>Additionally, children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006).</p> <p>Scope:</p>	<p>Action 1.1 provides additional support for new teachers and helps improve teaching practices which will help prepare students for college and career, access state standards, and improve student learning. This action supports teachers in clearing their credential and helps recruit and keep qualified teachers. This action will be provided districtwide to benefit all students, especially improving outcomes for low income students who are less likely to have qualified teachers and who have lower test scores districtwide than all students.</p>	1.1, 1.7
1.12	<p>Action: Classified Staff</p> <p>Need: Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low-income students are performing 14.4 points lower than</p>	<p>This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition, playground supervision keeps students safe and cut down on behavior issues.</p> <p>This will be provided districtwide to support all students; however, low income, ELD, and students</p>	1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety.

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	<p>their peers county/district-wide in ELA, and 17.1 points lower than their peers in math. Our English learner students are performing 51.4 points lower than their peers county/district-wide in ELA and 28.7 points lower than their peers in math. Our students with disabilities are performing 92.2 points lower than their peers county/district-wide in ELA, and 67.5 points lower than their peers in math. Students with disabilities are identified in the red on the dashboard for both ELA and math district wide. ELD students are identified in red on the dashboard for ELA districtwide and for BES.</p> <p>Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals (Goe, L., & Matlach, L., 2014) .</p> <p>Scope: LEA-wide</p>	<p>with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance.</p>	
<p>1.13</p>	<p>Action: Family Literacy Night</p> <p>Need:</p>	<p>Action 1.13 provides an event to bring families and staff together in order to build relationships and improve literacy. This will be provided to all students at BES and RES as the majority are low income. Spanish speaking staff will be available to</p>	<p>1.2, 1.4, ELA CAASPP scores and benchmark assessments</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partners expressed the need for community and family events in order to build partnerships between staff, students, and family. In addition, BES CAASPP ELA Scores is 42.3 points below standard. ELD students at BES are 78.2 points below standard. That is a discrepancy of 32.9 points.</p> <p>Research shows that family literacy nights are a valuable and effective strategy for promoting literacy skills, fostering family-school partnerships, and building supportive learning communities. By providing opportunities for families to engage in literacy-related activities together, schools can support children's literacy development and academic success while strengthening connections between home, school, and community (Swatosh, C. R., 2014). .</p> <p>Scope: Schoolwide</p>	<p>help communicate with our ELD families. In addition, free books will be available in English and Spanish, which will benefit both low income and ELD students.</p>	
<p>2.1</p>	<p>Action: Assessment Data Analyzation</p> <p>Need: BUSD has low CAASPP scores for low income students: 98.7 PBS for math and 55.8 PBS in ELA at Biggs Elementary. Biggs High School math scores for low income students are 124.3 PBS.</p> <p>BUSD has low CAASPP scores for ELD students who are in the RED for ELA</p>	<p>This action provides both a data coordinator and time for teachers in order to look at the assessment data, collaborate with other teachers, and use it for data driven instruction. ELD and Low income students have low CAASPP scores and should benefit significantly. This action is provided throughout the district as the majority of students are low income and CAASPP scores are low districtwide.</p>	<p>2.1, 2.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>districtwide and at BES: Districtwide 77.7 PBS and BES 78.2 PBS . ELD students are low in math at BES at 104.1 PBS.</p> <p>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all (Mandinach, E. B., 2012).</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: District wide benchmark plan and schedule for math and ELA</p> <p>Need: BUSD has low CAASPP scores for low income students: 98.7 PBS for math and 55.8 PBS in ELA at Biggs Elementary. Biggs High School math scores for low income students are 124.3 PBS.</p> <p>BUSD has low CAASPP scores for ELD students who are in the RED for ELA districtwide and at BES: Districtwide 77.7 PBS and BES 78.2 PBS . ELD students are low in math at BES at 104.1 PBS.</p>	<p>Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention to low income, and ELD students. This will be provided LEA wide as all students will benefit from analyzing the data from benchmark assessments.</p>	2.1, 2.6, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Research suggests that districtwide benchmark assessments play a valuable role in improving student outcomes, guiding instructional decisions, promoting data-informed practices, and fostering collaboration among educators, and parents (Bergan, J. R., Bergan, J. R., & Burnham, C. G., 2009).</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Math Coach Support</p> <p>Need: Based on the math scores of low income students at BES (98.7 PBS) and BHS (124.3 PBS) and ELD students at BES (104.1 PBS) and districtwide (109.7 PBS) we developed this action.</p> <p>Students with disabilities also have low math scores districtwide (148.5 PBS -Red on the dashboard) and at Biggs Elementary (143.2 PBS).</p> <p>Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become</p>	<p>This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math.</p>	2.1, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) .</p> <p>Scope: LEA-wide</p>		
<p>2.4</p>	<p>Action: ELA Intervention Specialist</p> <p>Need: ELA scores are low at BES (42.3 points below standard). ELD students have an achievement gap, scoring 78.2 PBS, which is 35.9 points lower than all students. Low income students scored at 55.8 PBS which is 13.5 points lower than all students.</p> <p>Scope: Schoolwide</p>	<p>Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013).</p> <p>An reading intervention teacher can provide targeted intervention for low income and ELD students who are struggling. This action will be provided schoolwide, but low income and ELD students will have priority.</p>	<p>2.1, 2.8</p>
<p>2.5</p>	<p>Action: Middle School and High School Intervention</p> <p>Need: Low income student at BHS are 124.3 PBS for math. At BES low income students are 98.7PBS for math and 55.8 PBS for ELA. ELD students at BES are 104.1 PBS for Math and 78.2 PBS for ELA. ELD students are in the RED districtwide and at BES.</p> <p>Benchmark assessments are below target for BES in Reading only 40% meet or exceeds</p>	<p>IXL provides personalized learning experiences tailored to each student's individual needs and skill levels. Research suggests that personalized learning can lead to improved student outcomes, including higher test scores, as students receive instruction that is aligned with their specific learning goals and areas of need. ELLs, SPED students, and low income schools experience similar or even greater gains with IXL (An, X., 2022).</p> <p>This action provides access to IXL, a program that provides individual targeted intervention for</p>	<p>2.1, 2.4, 2.6, 2.7, 2.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard. BES Math only 31% meet or exceeds standard.</p> <p>Scope: Schoolwide</p>	<p>students in grades 6-12 in both ELA and math. This will benefit ELD and low income students and will be provided LEA wide as test scores are low for all student groups.</p>	
<p>2.8</p>	<p>Action: Afterschool Tutoring</p> <p>Need: BUSD has low CAASPP scores district wide. There is a significant achievement gap in ELA at Biggs Elementary School for all students and ELD, Hispanic, and low income. BES ELA CAASPP scores are 42.3 points below standard (PBS) for all students, ELD students are 35.9 points lower than all students, and 54.1 points lower than white students. Hispanic students are 61.2 PBS, which is 18.9 points lower than all students and 37.1 points lower than white students. Low income students are 55.8 points below standard which is 13.5 points lower than all students, and 31.7 points lower than white students.</p> <p>The achievement gap is less significant for math at BES, but still exists and scores are low across all student groups. All students are 85.6 PBS, while ELD students are 104.1 PBS, low income are 98.7, and Hispanic students are 101 points below standard. White students scored higher at 72.9 points below standard.</p>	<p>Research shows that afterschool tutoring programs can help to narrow the achievement gap between students from different socioeconomic backgrounds and ELD students. By providing additional support and resources to students who may be struggling academically, tutoring programs aim to ensure that all students have access to the help they need to succeed (Allen, B., 2016) .</p> <p>Action 2.8 will be provided to ALL students at BHS and BES as the majority are low income and test scores are low for all student groups. However, to close the achievement gap, priority will be given to ELD, low income, and students with special needs. We can measure the progress through state and benchmark test scores.</p>	<p>2,1, 2.4, 2.5, 2.6, 2.7, 2.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>3.1</p>	<p>Action: Improve parent and student input.</p> <p>Need: Only 15% of parents districtwide responded to the parent survey. Only 15 parents attended the parent coffees at BES and RES. In order to have accurate feedback that represents all educational partners, especially those with unduplicated students and students with disabilities, we need to improve our efforts in order to get more participation.</p> <p>Scope: LEA-wide</p>	<p>By listening to the voices of students and families, educators can create more inclusive, supportive, and effective learning environments that meet the diverse needs of all stakeholders.</p> <p>We will improve our efforts to get accurate feedback from student groups by meeting with advisory groups of all students, groups of ELD students, and groups of students with disabilities. Surveys will be sent home with a QR code to give parents options in answering the survey. In addition, the survey will be sent home electronically to all families via Catapult. This action will be provided schoolwide as we have 65% low income students and the data from all educational partners is necessary. However, in order to meet the needs of our ELD and Hispanic students, the survey will be translated into all languages represented in our population.</p>	<p>3.1, 3.2, 3.3</p>
<p>3.2</p>	<p>Action: Alternatives to Suspension</p> <p>Need: 5.3% of students were suspended districtwide. Biggs Elementary School has a suspension rate of 6.3%, with 9.8% of white students being suspended for at least one day, which is RED on the dashboard. 8.2 % of students with disabilities and 6.9% low income were</p>	<p>Research on restorative practices in education indicates that these approaches hold promise for promoting positive school environments, reducing disciplinary incidents, and improving student outcomes, especially for low income and minority students (Allen, B., 2016).</p> <p>In order to bring down the suspension rate, especially at Biggs Elementary, we will offer an alternative to suspension that is restorative. This</p>	<p>3.7, 3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspended for at least one day. Parents, teachers, classified staff, and BES Site Council all expressed improving student behavior as a priority.</p> <p>Scope: LEA-wide</p>	<p>will provide a structured day and accountability project to help student take responsibility and learn from their mistakes.</p> <p>This action will help improve the suspension rate for low income students, but will be offered to all students as white students, and students with disabilities have the highest suspension rate at BES. Improving student behavior will improve student outcomes for low income students and ELD students as they will feel safer at school and be less distracted by student behavior.</p>	
<p>3.3</p>	<p>Action: Student Incentives</p> <p>Need: The California State Dashboard Chronic Absenteeism Rate for the district is 22.7%, while the rate is 33.3% for students with disabilities and 27.5% for low income students. In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. Only 9% of ELD students reclassified.</p> <p>Scope: LEA-wide</p>	<p>Studies have shown that incentives, such as rewards or recognition, can increase student attendance rates (Railsback, J.,2004).</p> <p>Incentives or recognition for achievement at school and on assessments should also motive students to perform higher.</p> <p>This action will provide incentives for students who have good attendance, show growth on benchmark and state assessments, and achieve in the classroom. This is targeted to low income students who have an almost 5% higher rate of chronic absenteeism than all students. In addition, ELD students district wide and at BES are in the RED for ELA and the reclassification rate is only 9%. Providing incentives schoolwide will benefit all students, while targeting low income and ELD students.</p>	<p>3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments</p>
<p>3.4</p>	<p>Action: Home to School Transportation</p>	<p>Access to transportation can significantly improve school attendance rates, especially for students who face transportation barriers such as distance</p>	<p>3.4, 3.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The district has a chronic absenteeism rate of 22.7% (Dashboard). Low income students are at 27.5% which is higher than for all students. Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low income and ELD families work or don't have access to reliable transportation.</p> <p>Scope: LEA-wide</p>	<p>from school or lack of reliable transportation options. Research shows that providing transportation services can reduce absenteeism and tardiness by ensuring that students have a reliable means of getting to and from school. (Edwards, D. S.,2023).</p> <p>This is provided to students with disabilities to transport them to their appropriate programs, whether inside or outside the district. Many ELD students and low income students have barriers for getting to school. By providing transportation LEA wide, we can make sure they have no barriers for school attendance without being stigmatized.</p>	
3.6	<p>Action: Parent/ Student Communication</p> <p>Need: In 2023 15% of parents responded to Google forms. ELD families need access to information in Spanish.</p> <p>Scope: LEA-wide</p>	<p>Catapult allows us to send communication through text and email to parents and students. This allows us to send surveys in multiple languages, weekly bulletins, and reminders. Studies consistently show that effective home-to-school communication fosters parental involvement and engagement in their children's education. When parents feel informed and connected to their child's school, they are more likely to participate in school activities, support learning at home, and advocate for their child's academic success.</p> <p>This action is provided LEA wide. However, it meets the needs of unduplicated populations as we are able to better communicate in native languages and ensure that communication gets directly to a parent, rather than hoping a note makes it home. Improving relationships with families is important to improving student achievement and closing the gaps that exist for</p>	3.1, 3.2, 3.3, 3.9

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
		students with disabilities. low income, and ELD students.	
3.7	<p>Action: Student Academic Celebration</p> <p>Need: Educational partners agree that holding more family events and recognizing student achievement are important for improving connectedness and school climate. CAASPP scores are low for low income students at BHS in math (124.3 PBS) and at BES for math (98.7) and ELA (55.8).</p> <p>Scope: LEA-wide</p>	<p>Research suggests that academic celebrations can have a positive impact on academic performance for low income students. When students are acknowledged and rewarded for their academic accomplishments, they are more likely to maintain high academic standards, strive for excellence, and achieve better academic outcomes over time (Bliven, A., & Jungbauer, M., 2021).</p> <p>This action should lead to improved feelings of school connectedness for parents and students and improved academic achievement for low income students. All students will be recognized for academic achievement; however, because the majority of students are low income, these students accomplishments will be recognized without singling them out. Spanish translators will be available to meet the needs of ELD families.</p>	CAASPP Scores, 3.9
3.8	<p>Action: Family Events</p> <p>Need: In 2023 only 15% of parents responded to Google forms. Only 81% of parents feel connected to the school. The majority of families in the district are low income. Low income students have low test scores at BES (98.7 PBS in math and 55.8 PBS ELA). Educational partners feel that more school events are a priority in order to improve students and parent engagement.</p>	<p>Research suggests that family events play a crucial role in promoting low income student achievement and well-being by strengthening home-school partnerships, enhancing parental involvement, and fostering a positive school climate and culture. By actively involving families in school events and activities, schools can create supportive environments that empower students to succeed academically and thrive socially and emotionally (Crosnoe, R., 2009).</p> <p>Action 3.8 provides more family events such as a math night, grandparents day, and parent coffees.</p>	3.1, 3.2, 3.9, CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>This will help strengthen relationships with low income and ELD families and should improve student engagement which leads to academic achievement. This will be available to all students; however, the goal of these events will be to reach our unduplicated populations and strengthen our relationships with them in order to close the achievement gaps that exist in our CAASPP scores. In order to meet the needs of our ELD students, we will have Spanish Speaking interpreters available, as well as resources in Spanish.</p>	
<p>3.9</p>	<p>Action: PBIS</p> <p>Need: California School Dashboard 2023 BES Suspension rate is 6.3% for all students and 9.8% for white students, which is in the RED. Low income students' suspension rate at BES is 6.9%, which is higher than ALL students. Parents, teachers, classified staff, and administrators all agree that improving student behavior should be a priority.</p> <p>Scope: Schoolwide</p>	<p>Research consistently demonstrates that schools implementing PBIS experience a reduction in problem behaviors among low income students (Pencek, C. L., 2020).</p> <p>PBIS focuses on teaching and reinforcing positive behaviors rather than solely on punitive measures for negative behaviors. By establishing clear expectations and providing consistent positive reinforcement, PBIS helps create a school environment conducive to appropriate behavior.</p> <p>Action 3.9 helps create systems and training for implementing PBIS with fidelity. This action will benefit low income students by improving behavior which will lead to better students outcomes.</p>	<p>3.7, 3.9, CAASPP Scores</p>
<p>3.10</p>	<p>Action: SEL Curriculum</p> <p>Need: Our suspension rate is 5.3% for the district and higher for BES (6.3%). Low income</p>	<p>Research consistently demonstrates the effectiveness of SEL curriculum in promoting positive social, emotional, and academic outcomes for low income students (Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H., 2020).</p>	<p>3.4, 3.5,.3.6, 3.7, 3.9, improved CAASPP scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students are suspended at 6.9%. Our chronically absent rate for the district is 22.7%, 27.5% low income, and 33.3% Students with disabilities. Teachers and administrators have noticed that many of the behavior issues that we have at school are related to social and emotional issues.</p> <p>Scope: LEA-wide</p>	<p>By integrating SEL into schools' educational practices, educators can help students develop the skills they need to succeed academically, socially, and emotionally, both in school and beyond. Additionally, chronic absenteeism can be a consequence of social emotional difficulties.</p> <p>Action 3.10 provides lessons and support for teachers to explicitly teach social and emotional skills. This should help improve behavior, improve attendance, and ultimately improve student achievement, especially for our low income students. This will be offered to all students LEA wide as the suspension rate at BES is highest for white kids (9.8) and lowest for ELD (0). The majority of students at BUSD are low income and will be served through this action. All students will benefit from improved social emotional health, especially students with disabilities such as Autism. ELD and low income students will benefit from less behavior issues schoolwide as they will feel safer and there will be less distractions in the classroom.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: ELD Support and Curriculum</p> <p>Need: ELD students scored 77.7 points below standard on ELA district wide. ELD students at BES scored 78.2 PBS in ELA. This is very low and a red on the California State Dashboard.</p> <p>BUSD needs support in reclassification of ELD students. Last year only 9% of ELD students were reclassified. We reached our goal of having 51% of students improve on the ELPAC, but will need to maintain and improve this percentage.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Research suggests that equipping ELD teachers with the knowledge, skills, and strategies needed to effectively support ELD students will promote academic success and equitable opportunities for English language learners (Odell, L., & Ruvalcaba, L., 2019).</p> <p>This action provides the training for classroom teachers and the resources necessary to help ELD students reclassify and improve on their ELPAC with the intention of testing out and not becoming LTELS.</p>	<p>2.2, 2.3</p>
<p>2.9</p>	<p>Action: LTELS Additional Support</p> <p>Need: BUSD needs support in reclassification of ELD students. Last year only 9% of ELD students were reclassified. In addition, we have 19 LTELS.</p> <p>Scope:</p>	<p>Research indicates that LTELS are typically found in grades 6–12. LTELS mainly go unnoticed in schools ,or worse yet, are misunderstood, perceived as failures (Soto, M., 2021).</p> <p>The additional pull out time for grades 6-12 will provide additional intervention for older students who are at the greatest risk of becoming LTELS. This should also help address specific needs of</p>	<p>2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	LTELS by giving them more time and support within a small group of students.	

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.

BUSD has three schools in the District. Two of the schools in the district have a concentration above 55% BES and BHS. RES is below the number. The following actions 1.1, 1.7, 1.8, 1.12, 2.4, 3.2, 3.4 increased the staff providing direct services to students

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	RES 1-26	BES 1-18 BHS 1-30
Staff-to-student ratio of certificated staff providing direct services to students	RES 1-17	BES 1-15 BHS 1-12

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	\$6,142,378.00	\$1,057,310.00	17.213%	0.000%	17.213%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,655,920.00	\$71,702.00		\$139,299.00	\$1,866,921.00	\$696,195.00	\$1,170,726.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$346,487.00	\$0.00	\$346,487.00				\$346,487.00
1	1.2	Standards Aligned Instructional Materials	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
1	1.3	Increase engagement and awareness of NGSS	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00
1	1.4	Technology	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$165,000.00	\$125,000.00	\$40,000.00			\$165,000.00
1	1.5	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
1	1.6	Get Focused- Stay Focused High School Curriculum	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	\$0.00	\$2,600.00	\$2,600.00				\$2,600.00
1	1.7	Counseling Support	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES	Ongoing	\$12,957.00	\$0.00	\$12,957.00				\$12,957.00
1	1.8	Independent Study	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$137,125.00	\$23,000.00	\$160,125.00				\$160,125.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Facilities	All		No				Ongoing	\$0.00	\$369,200.00	\$369,200.00				\$369,200.00
1	1.10	AP Spanish	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	\$0.00	\$750.00	\$750.00				\$750.00
1	1.11	New Teacher Support	English Foster Low	Learners Youth Income			English Learners Foster Youth Low Income	All Schools		\$0.00	\$17,500.00	\$17,500.00				\$17,500.00
1	1.12	Classified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$165,655.00	\$165,655.00				\$165,655.00
1	1.13	Family Literacy Night	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
2	2.1	Assessment Data Analyzation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00
2	2.2	District wide benchmark plan and schedule for math and ELA	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$24,785.00	\$24,785.00				\$24,785.00
2	2.3	Math Coach Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2024	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
2	2.4	ELA Intervention Specialist	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	Ongoing	\$146,631.00	\$0.00	\$7,332.00			\$139,299.00	\$146,631.00
2	2.5	Middle School and High School Intervention	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	Ongoing	\$0.00	\$4,275.00	\$4,275.00				\$4,275.00
2	2.6	ELD Support and Curriculum	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Additional Support for Students with Disabilities.	Students with Disabilities	No				Ongoing	\$38,702.00	\$0.00	\$7,000.00	\$31,702.00			\$38,702.00
2	2.8	Afterschool Tutoring	English Learners Foster Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, BES 3-12	Ongoing	\$12,293.00	\$0.00	\$12,293.00				\$12,293.00
2	2.9	LTELS Additional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BHS, BES 6-12	Ongoing							
3	3.1	Improve parent and student input.	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00
3	3.2	Alternatives to Suspension	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$200.00	\$200.00				\$200.00
3	3.3	Student Incentives	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00
3	3.4	Home to School Transportation	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$319,453.00	\$319,453.00				\$319,453.00
3	3.6	Parent/ Student Communication	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
3	3.7	Student Academic Celebration	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$4,250.00	\$4,250.00				\$4,250.00
3	3.8	Family Events		Yes	Schoolwide		Specific Schools: BES, RES	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
3	3.9	PBIS	English Learners Foster Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES	Ongoing	\$0.00	\$600.00	\$600.00				\$600.00

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
							TK-8								
3	3.10	SEL Curriculum	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,258.00	\$20,258.00				\$20,258.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,142,378.00	\$1,057,310.00	17.213%	0.000%	17.213%	\$1,137,220.00	0.000%	18.514 %	Total:	\$1,137,220.00
								LEA-wide Total:	\$1,085,413.00
								Limited Total:	\$9,000.00
								Schoolwide Total:	\$42,807.00

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	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$346,487.00	
1	1.2	Standards Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.3	Increase engagement and awareness of NGSS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	\$1,000.00	
1	1.4	Technology				All Schools	\$125,000.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$2,600.00	
1	1.7	Counseling Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES	\$12,957.00	

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	1.8	Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,125.00	
1	1.10	AP Spanish	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$750.00	
1	1.11	New Teacher Support			English Learners Foster Youth Low Income	All Schools	\$17,500.00	
1	1.12	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,655.00	
1	1.13	Family Literacy Night	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.1	Assessment Data Analyzation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,785.00	
2	2.3	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.4	ELA Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	\$7,332.00	
2	2.5	Middle School and High School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	\$4,275.00	
2	2.6	ELD Support and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$9,000.00	
2	2.8	Afterschool Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS, BES 3-12	\$12,293.00	
2	2.9	LTELS Additional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BHS, BES 6-12		

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 (%)
3	3.1	Improve parent and student input.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200.00	
3	3.2	Alternatives to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income		\$200.00	
3	3.3	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
3	3.4	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$319,453.00	
3	3.6	Parent/ Student Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
3	3.7	Student Academic Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,250.00	
3	3.8	Family Events	Yes	Schoolwide		Specific Schools: BES, RES	\$1,000.00	
3	3.9	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	\$600.00	
3	3.10	SEL Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,258.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,390,878.00	\$1,405,534.00

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	Certificated Staff	Yes	\$255,870.00	\$435,172.00
1	1.2	Standards aligned instructional materials	Yes	\$200,000.00	\$95,264.00
1	1.3	Increase engagement and awareness of NGSS	Yes	\$1,500.00	\$1,283.00
1	1.4	Technology	No	\$100,000.00	\$141,729.00
1	1.5	Internet Access	Yes	\$3,000.00	\$1,897.00
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	\$8,500.00	\$800.00
1	1.7	Professional Development for Science and Math and ELD Teacher	Yes	\$71,000.00	\$18,905.00
1	1.8	Using data to meet student needs	Yes	\$5,000.00	\$11,000.00
1	1.9	Counseling Support	Yes	\$20,000.00	.00
1	1.10	SEL Curriculum	Yes	\$3,500.00	.00
1	1.11	Family Literacy Night	Yes	\$2,000.00	\$300.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Facilities	No	\$80,000.00	\$165,050.00
1	1.13	Independent study	Yes	\$20,000.00	\$15,000.00
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	\$3,000.00	\$625.00
1	1.15	AP Spanish	Yes	\$3,000.00	\$2,000.00
1	1.16	New Teacher Support	Yes	\$25,000.00	\$16,800.00
1	1.17	Classified Staff	Yes	\$109,037.00	\$146,797.00
2	2.1	Assessment Data Analyzation	Yes	\$10,000.00	\$21,338.00
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	\$4,000.00	\$150.00
2	2.3	Intervention Specialists/math coach	Yes	\$2,000.00	\$2,000.00
2	2.4	Intervention Specialists/math coach	Yes	\$71,943.00	\$5,622.00
2	2.5	ELA Intervention	Yes	\$3,800.00	\$7,800.00
2	2.6	Math Intervention	Yes	\$3,800.00	\$299.00
2	2.7	Intervention Specialists/math coach	No	\$40,000.00	\$17,146.00

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)
2	2.8	ELD support	Yes	\$102,840.00	\$33,806.00
3	3.1	Student/Parent Engagement Surveys	Yes	\$1,000.00	\$100.00
3	3.2	In-house Suspension	Yes	\$8,000.00	0.00
3	3.3	District school attendance/tardy incentives	Yes	\$15,000.00	\$2,945.00
3	3.4	Home to school transportation - special program transportation	Yes	\$161,632.00	\$239,265.00
3	3.5	Tutoring	Yes	\$5,000.00	0.00
3	3.6	Extra currular activities	Yes	\$37,156.00	\$8,527.00
3	3.7	Parent/student communications	Yes	\$4,300.00	\$4,635.00
3	3.8	Student academic celebration	Yes	\$10,000.00	\$9,279.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$920,586.00	\$1,093,748.00	\$1,064,949.00	\$28,799.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Staff	Yes	\$255,870.00	\$435,172.00		
1	1.2	Standards aligned instructional materials	Yes	\$200,000.00	\$95,264.00		
1	1.3	Increase engagement and awareness of NGSS	Yes	\$1,500.00	\$1,283.00		
1	1.5	Internet Access	Yes	\$3,000.00	\$1,897.00		
1	1.6	Professional Development for Science and Math and ELD Teacher	Yes	\$8,500.00	\$800.00		
1	1.7	Professional Development for Science and Math and ELD Teacher	Yes	\$71,000.00	\$18,905.00		
1	1.8	Using data to meet student needs	Yes	\$5,000.00	\$11,000.00		
1	1.9	Counseling Support	Yes	\$20,000.00	\$0		
1	1.10	SEL Curriculum	Yes	\$3,500.00	\$0		
1	1.11	Family Literacy Night	Yes	\$2,000.00	\$300.00		
1	1.13	Independent study	Yes	\$20,000.00	\$15,000.00		
1	1.14	Get Focused - stay Focused curriculum for high school	Yes	\$3,000.00	\$625.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	AP Spanish	Yes	\$3,000.00	\$2,000.00		
1	1.16	New Teacher Support	Yes	\$25,000.00	\$16,800.00		
1	1.17	Classified Staff	Yes	\$109,037.00	\$146,797.00		
2	2.1	Assessment Data Analyzation	Yes	\$10,000.00	\$21,338.00		
2	2.2	District wide benchmark plan and schedule for ELA.	Yes	\$4,000.00	\$150.00		
2	2.3	Intervention Specialists/math coach	Yes	\$2,000.00	\$2,000.00		
2	2.4	Intervention Specialists/math coach	Yes	\$71,943.00	\$5,622.00		
2	2.5	ELA Intervention	Yes	\$3,800.00	\$7,800.00		
2	2.6	Math Intervention	Yes	\$3,800.00	\$299.00		
2	2.8	ELD support	Yes	\$25,710.00	\$17,146.00		
3	3.1	Student/Parent Engagement Surveys	Yes	\$1,000.00	\$100.00		
3	3.2	In-house Suspension	Yes	\$8,000.00	\$0.00		
3	3.3	District school attendance/tardy incentives	Yes	\$15,000.00	\$2,945.00		
3	3.4	Home to school transportation - special program transportation	Yes	\$161,632.00	\$239,265.00		
3	3.5	Tutoring	Yes	\$5,000.00	\$0.00		
3	3.6	Extra currular activities	Yes	\$37,156.00	\$8,527.00		
3	3.7	Parent/student communications	Yes	\$4,300.00	\$4,635.00		
3	3.8	Student academic celebration	Yes	\$10,000.00	\$9,279.00		

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,137,532.00	\$920,586.00		14.999%	\$1,064,949.00	0.000%	17.351%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

Fiscal Year 2024-2025 Proposed Budget



Biggs Unified School District
Home of the Wolverines!

GREEN,
WHITE
BLACK!



Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917

(530)868-1281

2024-25 Proposed Budget Report and Multiyear Fiscal Projection

Public Hearing – June 26, 2024

Adoption – June 12, 2024

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. If material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted State budget.

Illustrated below is a summary of the proposed State budget and budget guidelines as provided by the County Office of Education, Business and Administration Steering Committee (BASC), Capitol Advisors, School Services of California, Legislative Analyst’s Office, and other professional organizations. The proposed budget report also contains financial summaries, multi-year projections, and detailed financial state reports relating to the projected financial activity for 2024-25 through 2026-27 specific to the Biggs Unified School District.

Governor’s Revised State Budget Proposal “May Revision”

Governor Newsom released his proposed revised state budget on May 10th for the upcoming 2024-25 fiscal year and released additional information on May 14th. The California Department of Finance (DOF) projected a \$37.9 billion deficit in January. Fortunately, the State implemented early actions to shrink the budget shortfall by \$17.3 billion; otherwise, the budget problem would have been worse. However, due to lower-than-expected revenues in the last few months, the budget shortfall increased by \$7.0 billion from January resulting in a \$27.6 billion deficit. Further, Proposition 98 funding has decreased from January amounts as follows:

- 2022-23: Decrease of \$786 million for a total Proposition 98 guarantee of \$97.5 billion
- 2023-24: Decrease of \$3 billion for a total Proposition 98 guarantee of \$102.5 billion
- 2024-25: Decrease of \$364 million for a total Proposition 98 guarantee of \$108.7 billion

The Governor is maintaining his position of protecting K-14 education from ongoing reductions (i.e. mid-year reductions, eliminating programs, etc.) by proposing the following actions:

- Increase the utilization of funds from the Proposition 98 Rainy Day Fund.
 - Withdrawing \$5.8 billion in 2023-24 and \$2.6 billion in 2024-25.
 - The funds in the Proposition 98 Rainy Day Fund would then be expected to be depleted by the end of the 2024-25 fiscal year.
- Continue to utilize a change in accrual and accounting method referred to as the “Proposition 98 Funding Maneuver”.
 - Accrue the net \$8.8 billion (up from \$8.0 billion in January) budget impact of providing funds to education in 2022-23 above the constitutional minimum guarantee. Annual supplemental payments of approximately \$1.8 billion will go to education from non-Proposition 98 general fund resources starting in 2025-26.

- While this action prevents additional reductions in education funding relating to the decrease in the 22-23 minimum guarantee from when the 2023-24 state budget was enacted last June, it reduces the calculation of the Proposition 98 minimum guarantee going forward since the maneuver does not recognize the \$8.8 billion shortfall.
 - The estimated impact on education funding is approximately \$12-14 billion for 2023-24 and 2024-25, and further negatively impacts total funding for education funding in subsequent years.
- *Please note that this provision was modified on May 27th relating to an agreement between the Governor and the California Teachers Association (CTA), which suspends Proposition 98 and adds a maintenance factor that will be paid back in the future. While the agreement maintains the State’s Proposition 98 minimum guarantee, it does increase the possibility of cash deferrals and/or funding/program reductions.*

However, the Governor does propose the following one-time education reductions to balance the budget:

- Reducing \$485 million of one-time, unspent Learning-Aligned Employment Program funds.
- Eliminating \$375 million of one-time support for the School Facilities Aid Program.
 - The amount is zero after the Governor’s early budget action reduced it by \$500 million.
- Reducing \$550 million supporting the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Program facilities, since these needs could be included in the next statewide school facilities bond.
- Reducing \$60.2 million of one-time support for the Golden State Teacher Grant Program.
- Eliminating the planned general fund investments of \$47.9 million in 2025-26 and \$97.9 million on-going starting in 2026-27 **for preschool inclusivity, which would have required state preschools to serve at least 10% of students with disabilities by 2026-27.**
- Utilizing unused funds from the Inclusive Early Education Expansion Program Grant and other programs to increase the Green School Bus Grant Program by \$395 million for 2024-25. A corresponding decrease would occur for the subsequent year's budget commitments.

Local Control Funding Formula Factors

The statutory cost-of-living adjustment (COLA) for 2024-25 is 1.07%, which is being funded from one-time funds. Illustrated below is a comparison of projected statutory COLAs for the current year, budget year, and two subsequent years:

Description	23-24	24-25	25-26	26-27
LCFF COLAs (23-24 Adopted Budget)	8.22%	3.94%	3.29%	3.19%
LCFF COLAs (23-24 First Interim)	8.22%	3.94%	3.29%	3.19%
LCFF COLAs (23-24 Second Interim)	8.22%	0.76%	2.73%	3.11%
LCFF COLAs (24-25 Adopted Budget)	8.22%	1.07%	2.93%	3.08%

Other Proposed Governor’s May Revision Components

Illustrated below is a summary of other proposals in the Governor’s May Revision.

- Except for applying COLA to eligible programs, there are no funding changes from what was proposed in January relating to the following programs:
 - Expanded Learning Opportunities Program
 - Universal Transitional Kindergarten
 - Universal Meals
 - California Community Schools Partnership Program
 - Home-to-School Transportation
 - Special Education
- Maintains the Attendance Recovery Program from the Governor’s January Budget that would enable LEAs to recover average daily attendance lost to student absences by providing additional instructional time to offset student absences and further address learning loss. However, the Governor proposes to delay the program implementation to 2025-26 instead of 2024-25.
- Maintains the revisions to the J-13A (school closure / material loss of attendance) Program Attendance Recovery Program by requiring LEAs to amend its independent study plan to provide for the continuity of instruction within five calendar days (currently 10 days) of the first day of closure or material loss of attendance.
 - LEAs would also have the authority to accommodate temporarily reassigned students and allows for simultaneous enrollment in the temporarily assigned LEA and in their previous LEA.
- Apply the statutory COLA to the minimum per school site LCFF Equity Multiplier of \$50,000 and restrict funding to school sites that are open in the year that the funding is allocated, as well as exclude district office enrollment in the allocation.
- Limit requiring an LEA with a school that is eligible for the federal Community Eligibility Provision to adopt a federal universal meal service provision to only eligible schools that also have an Identified Student Percentage of at least 40%.
- Impose new restrictions on Learning Recovery Emergency Block Grant expenditures by requiring the expenditures to be evidence-based and based on formal needs assessments beginning with 2025-26 expenditures (previously was a 2024-25 implementation year).
- Revise the Arts, Music & Instructional Materials Discretionary Block Grant language requiring that funds be “available for expenditure through June 30, 2026” instead of “available for encumbrance through June 30, 2025.”
- Revise A-G Completion Improvement Grant language requiring that funds be “available for expenditure through June 30, 2026” instead of “available for encumbrance or expenditure through June 30, 2026.”
- Encumbered Expanded Learning Opportunities Program funds from 2021-22 and 2022-23 must be expended by September 30, 2024. Further, beginning with the 2023-24 allocation, LEAs will have two fiscal years to expend the funds. Lastly there is legislative intent language that states, beginning in 2025-26, school districts and charter schools will have the discretion of participating in the program.

Routine Restricted Maintenance Account

Per Education Code Section 17070.75, school districts are required to deposit into the account a minimum amount equal to or greater than three percent (3%) of the total general fund expenditures and other financing uses for that fiscal year. Illustrated below are the primary compliance components:

- The 3% contribution is calculated on total general fund expenditures, including other financing uses (i.e. transfers out, debt issuances relating to the General Fund)
- Based on enacted bills from 2019-20 through 2021-22, total general fund expenditures for RRMA purposes do not include STRS on-behalf (Resource 7690) expenditures, and one-time funding sources to address COVID-19 challenges (Resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, and 7027).
- The final 3% contribution is based on year-end actual data; therefore, while it is developed based on budget, it must be trued up using actual expenditures.
- The actual contribution will be audited as part of the School Facility Program Bond Audit
- This paragraph applies only to the following school districts:
 - (i) High school districts with an average daily attendance greater than 300 pupils.
 - (ii) Elementary school districts with an average daily attendance greater than 900 pupils.
 - (iii) Unified school districts with an average daily attendance greater than 1,200 pupils.
 -

Biggs Unified School District is exempted from these provisions

Reserves

District Reserve Requirements: The 2014 State Budget Act and the passage of Proposition 2 in November 2014 established a hard cap on district reserves if all the following conditions are met:

1. Proposition 98 must be funded based on Test 1
2. Full repayment of the maintenance factor before 2014-15
3. Proposition 98 provides sufficient funds to support pupil attendance growth and the statutory COLA
4. Capital gains exceed 8% of general fund revenues

Prior law specified that in any fiscal year immediately following a year in which a transfer of any amount is made to the Public School System Stabilization Account, a district's assigned or unassigned fund balance (including Fund 01 and Fund 17) may not exceed two times the reserve for economic uncertainty (three times the reserve for economic uncertainty for districts with more than 400,000 ADA).

However, Senate Bill (SB) 751 which became effective January 1, 2018 made changes to the school district reserve cap law in the following manner:

- It requires that the reserve cap is triggered in a fiscal year immediately after a fiscal year in which the amount of moneys in the Public School System Stabilization Account is equal to or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes (Proposition 98 funding), as specified, for that fiscal year.
- Adjusts the reserve cap from a combined assigned and unassigned ending fund balance based on the size of the district to a combined assigned or unassigned ending balance, in

the General Fund (01) and the Special Reserve Fund for Other Than Capital Outlay (17), of 10% of those Funds for all districts.

- Reserves would be capped at 10% as long as the amount in the Public School System Stabilization Account remained at 3% or greater of the Proposition 98 amount in each preceding year.
 - The State must notify local educational agencies when the conditions are and are no longer applicable.
 - School districts were notified in March that the cap on local reserves will be applicable for the 2024-25 budget adoption.
 - Based on the May Revision, the fund balance falls below 3% in 2023-24, which would make the reserve cap not applicable for 2024-25.
- ***Basic aid school districts and districts with fewer than 2,501 average daily attendance are exempt from the reserve cap requirement.***

Even though there is uncertainty regarding a cap on local reserves, the reserve requirement is not applicable to the district since its average daily attendance is fewer than 2,501.

2024-25 Biggs Unified School District Primary Budget Components

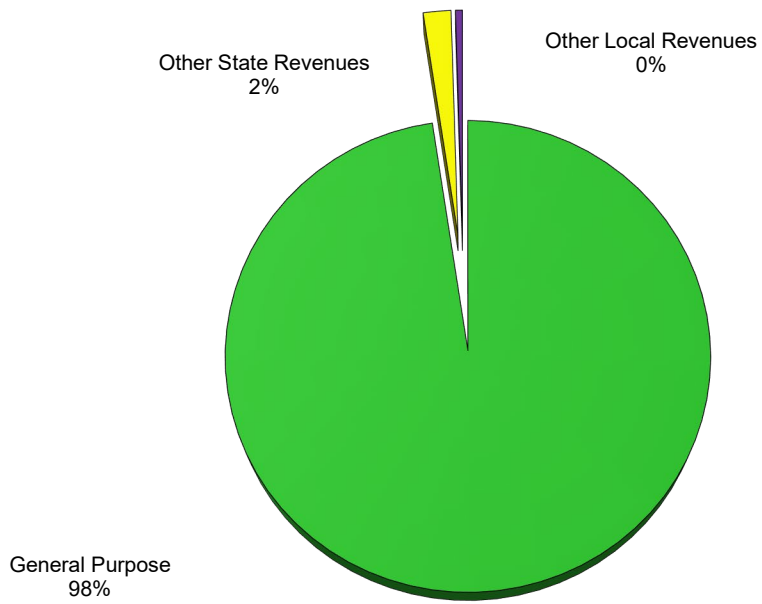
- ❖ Average Daily Attendance (ADA) is estimated at 513.95 (excludes COE ADA of 3.03).
 - The funded ADA will be based on the prior year's funded ADA of 534.09
- ❖ The district’s estimated unduplicated pupil percentage for supplemental and concentration funding is estimated at 63.22%. This percentage will be revised based on actual data.
- ❖ Lottery revenue is estimated to be \$177 per ADA for unrestricted purposes and \$72 per ADA for restricted purposes.
- ❖ Transitional Kindergarten ratio “add-on” is \$3,077 per transitional kindergarten ADA.
- ❖ Mandated Cost Block Grant is \$38.21 for K-8 ADA and \$73.62 for 9-12 ADA.
- ❖ Except as illustrated under Contributions to Restricted Programs, all federal and state-restricted categorical programs are self-funded.

General Fund Revenue Components

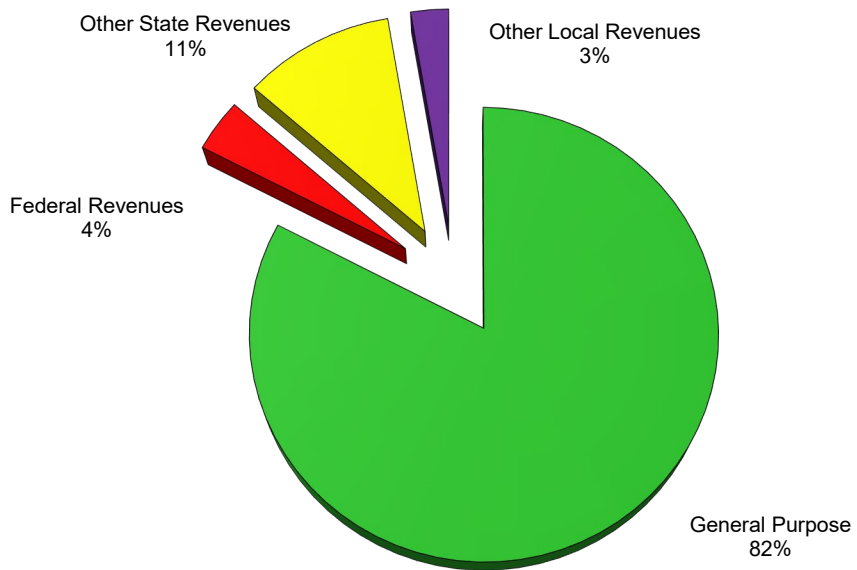
The district receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

Description	Unrestricted	Combined
General Purpose Revenue (LCFF)	\$7,381,723	\$7,381,723
Federal Revenues	\$0	\$521,317
Other State Revenues	\$185,934	\$1,094,555
Other Local Revenues	\$180,000	\$404,102
TOTAL	\$7,747,657	\$9,401,697

Unrestricted



Combined



Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State’s sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The district receives funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

Subsequently, on November 8, 2016, the voters approved the California Children’s Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is the District’s EPA funds budgeted for 2024-25. The amounts will be revised throughout the year based on information received from the State.

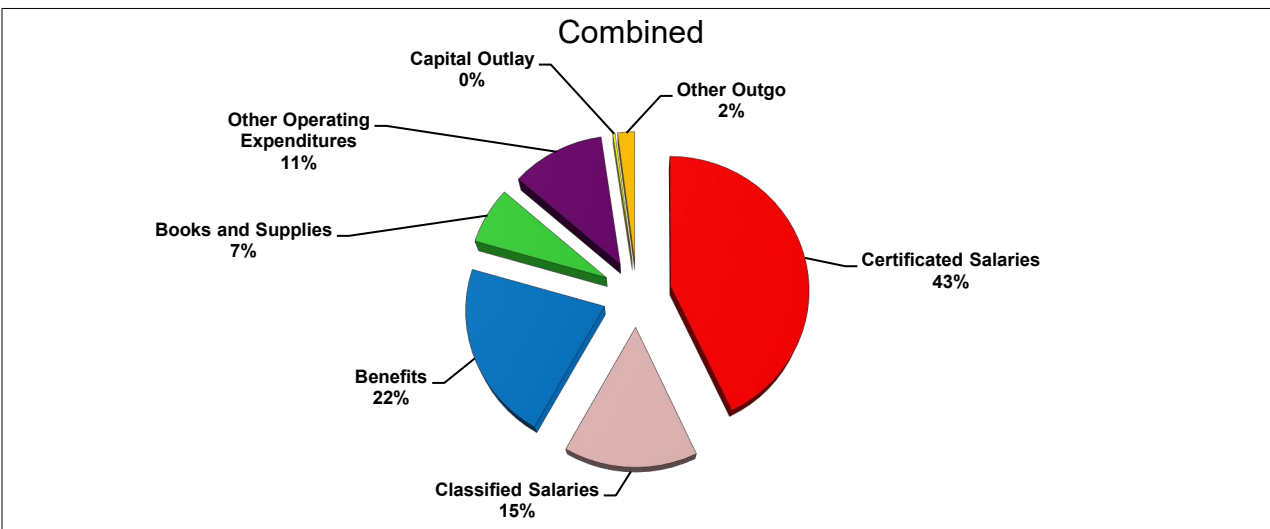
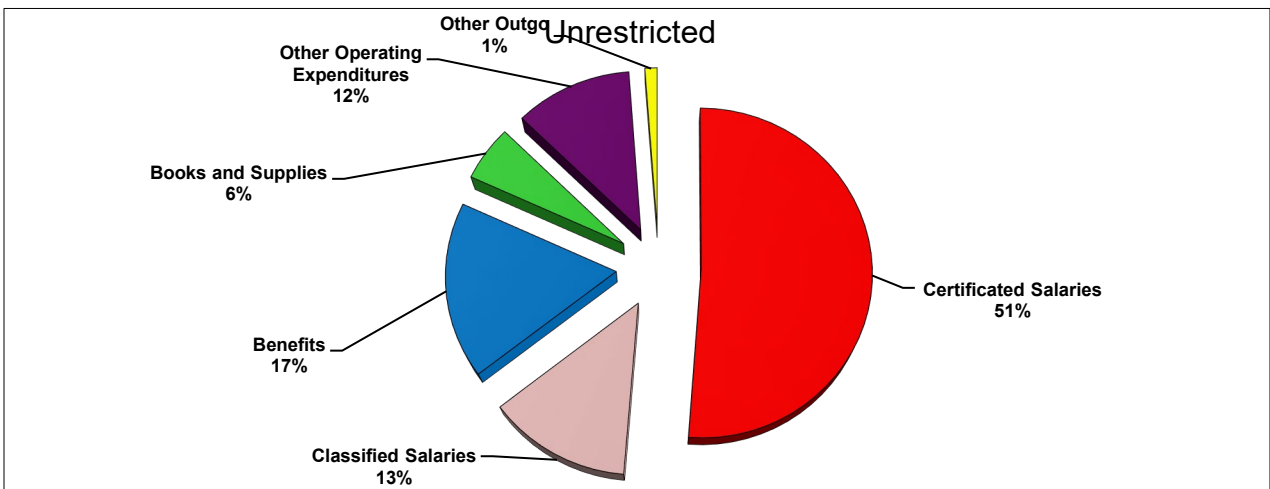
Education Protection Account (EPA) Budget 2024-25 Fiscal Year	
Description	Amount
BEGINNING BALANCE	\$0
BUDGETED EPA REVENUES:	
<i>Estimated EPA Funds</i>	\$1,335,141
BUDGETED EPA EXPENDITURES:	
<i>Certificated Instructional Salaries</i>	\$1,058,755
<i>Certificated Instructional Benefits</i>	\$276,386
TOTAL	\$1,335,141
ENDING BALANCE	\$0

Operating Expenditure Components

The General Fund is used for the majority of the functions within the district. As illustrated below, salaries and benefits comprise approximately 81% of the district's unrestricted budget and approximately 80% of the total General Fund budget.

Description	Unrestricted	Combined
Certificated Salaries	\$2,650,303	\$3,585,829
Classified Salaries	\$1,095,469	\$1,370,467
Benefits (Payroll Taxes and Health & Welfare Contributions)	\$1,505,658	\$2,229,489
Books and Supplies	\$295,950	\$573,099
Other Operating Expenditures	\$1,043,520	\$1,332,543
Capital Outlay	\$0	\$30,000
Other Outgo	-\$60,607	\$726,487
TOTAL	\$6,530,293	\$9,847,914

Following is a graphical representation of expenditures by percentage:



General Fund Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education - Instruction	\$996,477
ERMHS	\$15,330
Special Education Local Assist Entitlements	\$4,935
Title I Basic Grants	\$104,080
Title II Teacher Quality	\$6,864
TOTAL CONTRIBUTIONS	\$1,127,686

General Fund Summary

The district's 2024-25 General Fund projects a total operating **deficit** of \$446,217 resulting in an estimated ending fund balance of \$5,675,439 million. The components of the District's fund balance are as follows: revolving cash & other nonspendables - \$15,684.47; restricted programs - \$841,415.53; commitments- \$1,565,571 assignments - \$405,928; economic uncertainty - \$787,833; unassigned - \$2,059,007. Illustrated below is a detailed description of the fund balance components.

Restricted Programs	\$841,416
CalSTRS & CalPERS Pension Costs	\$138,139
School Facilities	\$1,427,432
Independent Study Audit Compliance	\$212,957
Curriculum Related Expenditures	\$192,971
Reserved for Economic Uncertainties	\$787,833
Unassigned	\$2,059,007
TOTAL ENDING FUND BALANCE	\$5,675,439

Cash Flow

The district is anticipating having positive monthly cash balances during the 2024-25 school year. As of June 30, 2025, the General Fund Cash balances are projected at \$ 4,106,329.

Cash is always closely monitored to ensure the district is liquid to satisfy its obligations.

Fund Summaries

Below is a summary of each Fund's fund balance and corresponding change.

FUND	2023-24	Est. Net Change	2024-25
GENERAL (UNRESTRICTED & RESTRICTED)	\$6,082,448	(\$407,009)	\$5,675,439
ASSOCIATED STUDENT BODY	\$116,399	\$48,261	\$164,660
CAFETERIA FUND	\$113,718	(\$18,679)	\$95,039
SPECIAL RESERVED (Fund 17)	\$623,877	\$176,195	\$800,072
SPECIAL RESERVED (Fund 20-OPEB)	\$519,343	(\$3,918)	\$515,425
CAPITAL FACILITIES	\$116,468	(\$11,832)	\$104,636
COUNTY SCHOOL FACILITIES	\$109,167	(\$109,167)	\$0
CAPITAL OUTLAY (Fund 40)	\$95	\$2	\$97
DEBT SERVICE FUND (Fund 56)	\$145	\$4	\$149
FOUNDATION PRIVATE TRUST FUND	\$759,348	\$5,911	\$765,259
TOTAL	\$8,441,008	(\$320,232)	\$8,120,776

Multiyear Projection

General Planning Factors:

Illustrated below are the latest primary funding factors relating to the May Revise.

<i>Planning Factor</i>	2023-24	2024-25	2025-26	2026-27
Dept of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%
STRS Employer Rates	19.10%	19.10%	19.10%	19.10%
PERS Employer Rates	26.68%	27.05%	27.60%	28.00%
SUI Employer Rates	0.05%	0.05%	0.05%	0.05%
Lottery – Unrestricted per ADA	\$177	\$177	\$177	\$177
Lottery – Prop. 20 per ADA	\$72	\$72	\$72	\$72
Universal Transitional Kindergarten/ADA	\$3,044	\$3,077	\$3,167	\$3,264
Mandate Block Grant for Districts: K-8 per ADA	\$37.81	\$38.21	\$39.33	\$40.54
Mandate Block Grant for Districts: 9-12 per ADA	\$72.84	\$73.62	\$75.78	\$78.11
Mandate Block Grant for Charters: K-8 per ADA	\$19.85	\$20.06	\$20.65	\$21.29
Mandate Block Grant for Charters: 9-12 per ADA	\$55.17	\$55.76	\$57.39	\$59.16
Routine Restricted Maintenance Account (refer to the provisions discussed above)	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo

Various aspects of the planning factors illustrated above will be further discussed below with the district's specific revenue and expenditure assumptions.

Revenue Assumptions:

Per enrollment trends, the district continues to **anticipate growth** in its enrollment. The Local Control Funding Formula is based on the Department of Finance's estimates of COLA and funding percentages towards the District's LCFF Target as noted above. The District enrollment is estimated to increase by 1%. Unrestricted local revenue is estimated to remain relatively constant for the subsequent years. Restricted federal, state and local revenues are expected to decrease due to the elimination of one-time COVID relief funds and one-time carryovers. The district projects that its parcel tax will be renewed for the 2024-25 and subsequent fiscal years

Expenditure Assumptions:

Certificated step and column costs are expected to increase by 3% each year. Unrestricted certificated salaries increase due to the movement of positions funded under restricted programs in School Year 2023-24. Classified step costs are expected to increase by 3% each year. Restricted certificated and classified expenditures are estimated to decrease primarily due to program adjustments.

As a result of changes to salaries, adjustments to benefits are made to reflect the effects of salary changes noted above, program adjustments, and expected increases to employer pension costs as per the discussion provided earlier in this report.

Unrestricted supplies and operating expenditures are estimated to remain constant. Restricted supplies and operating expenditures are estimated to decrease primarily due to program adjustments. Capital outlay decreases and other outgo are estimated to remain relatively constant. Indirect costs from restricted programs are expected to decrease due to program adjustments noted above and remain constant thereafter. Transfers out are expected to decrease from 2023-24 to 2024-25 due to program adjustments and increase thereafter due to increased support for the food service program in 2026-27. Contributions to restricted programs are expected to increase for 2024-25 due to program adjustments noted above and increase thereafter due to step and additional pension costs for restricted programs that receive support from the unrestricted general fund.

Estimated Ending Fund Balances:

During 2025-26, the district estimates that the General Fund is projected to deficit spending by \$393,866 resulting in an ending General Fund balance of approximately \$5,281,573 million.

During 2026-27, the district estimates that the General Fund is projected to deficit spending by \$327,541 resulting in an ending General Fund balance of \$ 4,954,033 million.

Illustrated below are the components of fund balance for the current and two subsequent years in accordance with Senate Bill 858 disclosure requirements that show the amounts over the State mandated reserve of four (4%) percent of total General Fund outgo:

The overall total district reserve for economic uncertainties is eight (8%) percent with four (4%) percent additional district policy reserved.

Description	2024-25	2025-26	2026-27
Amount Disclosed per SB 858 Requirements-EXEMPT	\$0	\$0	\$0
Nonspendable Reserves	\$15,684	\$15,684	\$4,916
Restricted Reserves	\$841,416	\$356,385	\$31,631
Committed Reserves	\$1,565,571	\$1,565,571	\$1,565,571
Assigned-Independent Study Audit Appeal	\$212,957	\$212,957	\$212,957
Curriculum Related Expenditures	\$192,971	\$0	\$0
Unallocated	\$2,059,007	\$2,309,279	\$2,299,787
State Reserve for Economic Uncertainty (REU)	\$787,833	\$821,699	\$839,173
<i>Estimated Ending Fund Balance</i>	<i>\$5,675,439</i>	<i>\$5,281,575</i>	<i>\$4,954,035</i>
Total Available Reserve by Percent	30.31%	31.8%	31.67%

Conclusion:

Despite current year and future projected deficit spending, the projected budget and multi-year projections support that the district is projecting to be able to meet its financial obligations for the current and subsequent two years.

The district will take a closer look if Governor Newsom’s Enacted Budget will change based on the latest economic forecast. The projections will be analyzed and adjusted as appropriate.

The administration is confident that the district will be able to maintain prudent operating reserves and have the necessary cash to ensure that the district remains fiscally solvent.

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: Biggs Unified School District

Date: 06/07/2024

Adoption Date: 06/26/2024

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: 300 B Street, Biggs, CA
95917

Date: 06/12/2024

Time: 06:30 PM

Contact person for additional information on the budget reports:

Name: Analyn Dyer

Title: Chief Business Officer

Telephone: 530-868-1281

E-mail: adyer@biggs.org

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	n/a	
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? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X X 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? • Adoption date of the LCAP or an update to the LCAP:		X 06/26/2024
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?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

Butte Schools Self-Funded Programs

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

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 6/26/2024

For additional information on this certification, please contact:

Name: Analyn Dyer
Title: Chief Business Officer
Telephone: 530-868-1281
E-mail: adyer@biggs.org

District: Biggs Unified School District
 CDS #: 04-61408

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

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

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)			
Form	Fund		
01	General Fund/County School Service Fund	Form 01	\$3,252,768.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$800,073.00
Total Assigned and Unassigned Ending Fund Balances			\$4,052,841.00
District Standard Reserve Level			4%
Less District Minimum Recommended Reserve for Economic Uncertainties			Form 01CS Line 10B-7 \$87,000.00
Remaining Balance to Substantiate Need			\$3,965,841.00
Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties			Amount
Fund	Descriptions		
01	District Reserved Standard		\$393,916.56
01	Restricted Funds		\$841,415.53
01	All Sites Facilities Roofing and Maintenance Repairs		\$1,500,000.00
01	Special Education		\$100,000.00
01	Technology Upgrade		\$50,000.00
01	Independent Study Audit Compliance		\$212,957.00
01	Salaries and Benefits		\$67,478.91
17	Special Reserve Fund for other uncertainties		\$800,073.00
	Insert Lines above as needed		
Total of Substantiated Needs			\$3,965,841.00
Remaining Unsubstantiated Balance			\$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.

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,238,834.00	0.00	7,238,834.00	7,381,723.00	0.00	7,381,723.00	2.0%
2) Federal Revenue		8100-8299	0.00	2,747,576.00	2,747,576.00	0.00	521,317.00	521,317.00	-81.0%
3) Other State Revenue		8300-8599	170,064.00	940,463.00	1,110,527.00	185,934.00	908,621.00	1,094,555.00	-1.4%
4) Other Local Revenue		8600-8799	235,292.00	243,327.00	478,619.00	180,000.00	224,102.00	404,102.00	-15.6%
5) TOTAL, REVENUES			7,644,190.00	3,931,366.00	11,575,556.00	7,747,657.00	1,654,040.00	9,401,697.00	-18.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,213,400.00	1,533,869.00	3,747,269.00	2,650,303.00	935,526.00	3,585,829.00	-4.3%
2) Classified Salaries		2000-2999	994,948.00	364,845.00	1,359,793.00	1,095,469.00	274,998.00	1,370,467.00	0.8%
3) Employee Benefits		3000-3999	1,382,871.00	891,489.00	2,274,360.00	1,505,658.00	723,831.00	2,229,489.00	-1.1%
4) Books and Supplies		4000-4999	271,257.00	624,563.00	895,820.00	295,950.00	277,149.00	573,099.00	-36.0%
5) Services and Other Operating Expenditures		5000-5999	882,400.00	549,699.00	1,432,099.00	1,043,520.00	289,023.00	1,332,543.00	-7.0%
6) Capital Outlay		6000-6999	194,286.00	771,439.00	965,725.00	0.00	30,000.00	30,000.00	-96.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299	115,290.00	660,533.00	775,823.00	20,875.00	705,612.00	726,487.00	-6.4%
8) Other Outgo - Transfers of Indirect Costs		7400-7499	(213,871.00)	213,871.00	0.00	(81,482.00)	81,482.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,820,581.00	5,610,298.00	11,430,879.00	6,530,293.00	3,317,621.00	9,847,914.00	-13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,823,609.00	(1,678,932.00)	144,677.00	1,217,364.00	(1,663,581.00)	(446,217.00)	-408.4%
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	163,116.00	0.00	163,116.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	103,577.00	0.00	103,577.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(966,359.00)	966,359.00	0.00	(1,127,686.00)	1,127,686.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES									
			(1,025,898.00)	966,359.00	(59,539.00)	(1,127,686.00)	1,127,686.00	(446,217.00)	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			797,711.00	(712,573.00)	85,138.00	89,678.00	(535,895.00)	(446,217.00)	-624.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,982,379.00	2,100,069.00	6,082,448.00	4,734,160.00	1,387,496.00	6,121,656.00	0.6%
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)			3,982,379.00	2,100,069.00	6,082,448.00	4,734,160.00	1,387,496.00	6,121,656.00	0.6%
d) Other Restatements		9795	(45,930.00)	0.00	(45,930.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,936,449.00	2,100,069.00	6,036,518.00	4,734,160.00	1,387,496.00	6,121,656.00	1.4%
2) Ending Balance, June 30 (E + F1e)			4,734,160.00	1,387,496.00	6,121,656.00	4,823,838.00	851,601.00	5,675,439.00	-7.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	11,664.25	20,370.95	32,035.20	3,499.00	10,185.47	13,684.47	-57.3%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,367,125.05	1,367,125.05	0.00	841,415.53	841,415.53	-38.5%
c) Committed									
Stabilization Arrangements		9750	138,139.00	0.00	138,139.00	138,139.00	0.00	138,139.00	0.0%
Other Commitments		9760	1,427,432.00	0.00	1,427,432.00	1,427,432.00	0.00	1,427,432.00	0.0%
d) Assigned									
Other Assignments		9780	349,653.00	0.00	349,653.00	405,928.00	0.00	405,928.00	16.1%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	914,789.00	0.00	914,789.00	787,833.00	0.00	787,833.00	-13.9%
Unassigned/Unappropriated Amount		9790	1,890,482.75	0.00	1,890,482.75	2,059,007.00	0.00	2,059,007.00	8.9%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	6,527,223.35	414,310.09	6,941,533.44				
1) Fair Value Adjustment to Cash in County Treasury		9111	(232,703.32)	0.00	(232,703.32)				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	2,000.00	0.00	2,000.00				
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	98,669.00	98,669.00				
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	11,664.25	20,370.95	32,035.20				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			6,308,184.28	533,350.04	6,841,534.32				
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	657,401.62	80,728.00	738,129.62				
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			657,401.62	80,728.00	738,129.62				
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)			5,650,782.66	452,622.04	6,103,404.70				
LCFF SOURCES									
Principal Apportionment		8011	2,667,071.00	0.00	2,667,071.00	2,811,216.00	0.00	2,811,216.00	5.4%
State Aid - Current Year		8012	1,348,717.00	0.00	1,348,717.00	1,335,141.00	0.00	1,335,141.00	-1.0%
Education Protection Account State Aid - Current Year		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8021	30,722.00	0.00	30,722.00	30,722.00	0.00	30,722.00	0.0%
Tax Relief Subventions		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8029	2,196.00	0.00	2,196.00	2,196.00	0.00	2,196.00	0.0%
Timber Yield Tax									
Other Subventions/In-Lieu Taxes									
County & District Taxes		8041	3,607,630.00	0.00	3,607,630.00	3,607,630.00	0.00	3,607,630.00	0.0%
Secured Roll Taxes		8042	293,111.00	0.00	293,111.00	293,111.00	0.00	293,111.00	0.0%
Unsecured Roll Taxes		8043	7,325.00	0.00	7,325.00	7,325.00	0.00	7,325.00	0.0%
Prior Years' Taxes		8044	45,674.00	0.00	45,674.00	45,674.00	0.00	45,674.00	0.0%
Supplemental Taxes		8045	(751,292.00)	0.00	(751,292.00)	(751,292.00)	0.00	(751,292.00)	0.0%
Education Revenue Augmentation Fund (ERAF)									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			Total Fund col. D + E (F)	% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)			
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Miscellaneous Funds (EC 41604)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Other In-Lieu Taxes		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Less: Non-LCFF (50%) Adjustment										
Subtotal, LCFF Sources			7,251,154.00	0.00	7,251,154.00	7,381,723.00	0.00	7,381,723.00	1.8%	
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	(12,320.00)	0.00	(12,320.00)	0.00	0.00	0.00	-100.0%	
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
TOTAL, LCFF SOURCES			7,238,834.00	0.00	7,238,834.00	7,381,723.00	0.00	7,381,723.00	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	116,669.00	116,669.00	0.00	116,515.00	116,515.00	-0.1%	
Special Education Discretionary Grants		8182	0.00	5,855.00	5,855.00	0.00	9,072.00	9,072.00	54.9%	
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	
Interagency Contracts Between LEAs		8285	0.00	57,598.00	57,598.00	0.00	12,000.00	12,000.00	-79.2%	
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		249,331.00	249,331.00		249,331.00	249,331.00	0.0%	
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		25,604.00	25,604.00		25,604.00	25,604.00	0.0%	
Title III, Immigrant Student Program	4201	8290		1,201.00	1,201.00		1,207.00	1,207.00	0.5%	
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%	
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%	

Description	Resource Codes	Object Codes	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		45,175.00	45,175.00		33,070.00	33,070.00	-26.8%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,246,143.00	2,246,143.00	0.00	74,518.00	74,518.00	-96.7%
TOTAL FEDERAL REVENUE			0.00	2,747,576.00	2,747,576.00	0.00	521,317.00	521,317.00	-81.0%
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		234,306.00	234,306.00		237,666.00	237,666.00	1.4%
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									
Mandated Costs Reimbursements									
Lottery - Unrestricted and Instructional Materials									
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions									
Other Subventions/In-Lieu Taxes									
Pass-Through Revenues from									
State Sources									
After School Education and Safety (ASES)	6010	8590	0.00	0.00	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	52,537.00	667,607.00	720,144.00	66,310.00	632,305.00	698,615.00	-3.0%
TOTAL OTHER STATE REVENUE			170,064.00	940,463.00	1,110,527.00	185,934.00	908,621.00	1,094,555.00	-1.4%
OTHER LOCAL REVENUE									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	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	19,862.00	0.00	19,862.00	20,000.00	0.00	20,000.00	0.7%
Interest		8660	165,430.00	0.00	165,430.00	100,000.00	0.00	100,000.00	-39.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	50,000.00	38,102.00	88,102.00	60,000.00	21,128.00	81,128.00	-7.9%
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		205,225.00	205,225.00		202,974.00	202,974.00	-1.1%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			235,292.00	243,327.00	478,619.00	180,000.00	224,102.00	404,102.00	-15.6%
TOTAL, REVENUES			7,644,190.00	3,931,366.00	11,575,556.00	7,747,657.00	1,654,040.00	9,401,697.00	-18.8%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,767,810.00	1,365,689.00	3,133,499.00	2,061,782.00	780,258.00	2,842,040.00	-9.3%
Certificated Pupil Support Salaries		1200	73,450.00	27,735.00	101,185.00	158,380.00	10,320.00	168,700.00	66.7%
Certificated Supervisors' and Administrators' Salaries		1300	372,140.00	48,292.00	420,432.00	430,141.00	49,793.00	479,934.00	14.2%
Other Certificated Salaries		1900	0.00	92,143.00	92,143.00	0.00	95,155.00	95,155.00	3.3%
TOTAL, CERTIFICATED SALARIES			2,213,400.00	1,533,859.00	3,747,259.00	2,650,303.00	935,526.00	3,585,829.00	-4.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	87,379.00	246,936.00	334,315.00	101,142.00	249,998.00	351,140.00	5.0%
Classified Support Salaries		2200	385,105.00	91,957.00	477,062.00	451,625.00	25,000.00	476,625.00	-0.1%
Classified Supervisors' and Administrators' Salaries		2300	46,777.00	0.00	46,777.00	177,643.00	0.00	177,643.00	279.8%
Clerical, Technical and Office Salaries		2400	423,026.00	23,012.00	446,038.00	323,948.00	0.00	323,948.00	-27.4%
Other Classified Salaries		2900	52,661.00	2,940.00	55,601.00	41,111.00	0.00	41,111.00	-26.1%
TOTAL, CLASSIFIED SALARIES			994,948.00	364,845.00	1,359,793.00	1,095,469.00	274,998.00	1,370,467.00	0.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	456,665.00	540,147.00	996,812.00	524,620.00	484,842.00	1,009,462.00	1.3%
PERs		3201-3202	280,849.00	107,564.00	388,413.00	303,351.00	76,450.00	379,801.00	-2.2%
OASDI/Medicare/Alternative		3301-3302	104,527.00	52,834.00	157,361.00	118,823.00	33,252.00	152,075.00	-3.4%

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	420,643.00	149,433.00	570,076.00	426,386.00	100,674.00	527,060.00	-7.5%
Unemployment Insurance		3501-3502	1,603.00	780.00	2,383.00	1,826.00	581.00	2,407.00	1.0%
Workers' Compensation		3601-3602	78,950.00	40,731.00	119,681.00	89,532.00	28,032.00	117,564.00	-1.8%
OPEB, Allocated		3701-3702	17,544.00	0.00	17,544.00	41,120.00	0.00	41,120.00	134.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,090.00	0.00	2,090.00	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			1,362,871.00	891,489.00	2,254,360.00	1,505,658.00	723,831.00	2,229,489.00	-1.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	20,109.00	167,064.00	187,173.00	15,000.00	0.00	15,000.00	-92.0%
Books and Other Reference Materials		4200	450.00	6,100.00	6,550.00	0.00	32,176.00	32,176.00	391.2%
Materials and Supplies		4300	249,698.00	345,445.00	595,143.00	280,950.00	240,825.00	521,775.00	-12.3%
Noncapitalized Equipment		4400	1,000.00	95,954.00	96,954.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	10,000.00	10,000.00	0.00	4,148.00	4,148.00	-58.5%
TOTAL, BOOKS AND SUPPLIES			271,257.00	624,563.00	895,820.00	295,950.00	277,149.00	573,099.00	-36.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	41,642.00	41,642.00	0.00	46,791.00	46,791.00	12.4%
Travel and Conferences		5200	11,600.00	25,869.00	37,469.00	11,600.00	33,105.00	44,705.00	19.3%
Dues and Memberships		5300	18,000.00	2,520.00	20,520.00	19,000.00	250.00	19,250.00	-6.2%
Insurance		5400 - 5450	313,990.00	0.00	313,990.00	269,202.00	0.00	269,202.00	-14.3%
Operations and Housekeeping Services		5500	216,000.00	0.00	216,000.00	216,000.00	0.00	216,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	52,800.00	39,858.00	92,658.00	44,500.00	1,000.00	45,500.00	-50.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	236,510.00	434,502.00	671,012.00	440,718.00	207,877.00	648,595.00	-3.3%
Communications		5900	33,500.00	5,308.00	38,808.00	42,500.00	0.00	42,500.00	9.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			882,400.00	549,699.00	1,432,099.00	1,043,520.00	289,023.00	1,332,543.00	-7.0%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	302,000.00	302,000.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	179,000.00	110,714.00	289,714.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	5,521.00	358,725.00	364,246.00	0.00	30,000.00	30,000.00	-91.8%

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	9,765.00	0.00	9,765.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			194,286.00	771,439.00	965,725.00	0.00	30,000.00	30,000.00	-96.9%
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	74,695.00	74,695.00	0.00	40,000.00	40,000.00	-46.4%
Payments to County Offices		7142	0.00	585,838.00	585,838.00	0.00	665,612.00	665,612.00	13.6%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools		6360	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		6360	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		6360	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments									
All Other Transfers		7221-7223	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	4,164.00	0.00	4,164.00	409.00	0.00	409.00	-90.2%
Other Debt Service - Principal		7439	111,126.00	0.00	111,126.00	20,466.00	0.00	20,466.00	-81.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			115,290.00	660,533.00	775,823.00	20,875.00	705,612.00	726,487.00	-6.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(213,871.00)	213,871.00	0.00	(81,482.00)	81,482.00	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			(213,871.00)	213,871.00	0.00	(81,482.00)	81,482.00	0.00	0.0%
TOTAL EXPENDITURES			5,820,581.00	5,610,298.00	11,430,879.00	6,530,293.00	3,317,621.00	9,847,914.00	-13.8%
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	160,481.00	0.00	160,481.00	0.00	0.00	0.00	-100.0%
To State School Building Fund/County School Facilities Fund		7613	2,635.00	0.00	2,635.00	0.00	0.00	0.00	-100.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			163,116.00	0.00	163,116.00	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	103,577.00	0.00	103,577.00	0.00	0.00	0.00	-100.0%
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			103,577.00	0.00	103,577.00	0.00	0.00	0.00	-100.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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	(966,359.00)	966,359.00	0.00	(1,127,686.00)	1,127,686.00	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			(966,359.00)	966,359.00	0.00	(1,127,686.00)	1,127,686.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,025,698.00)	966,359.00	(59,539.00)	(1,127,686.00)	1,127,686.00	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) LOFF Sources		8010-8099	7,238,834.00	0.00	7,238,834.00	7,381,723.00	0.00	7,381,723.00	2.0%
2) Federal Revenue		8100-8299	0.00	2,747,576.00	2,747,576.00	0.00	521,317.00	521,317.00	-81.0%
3) Other State Revenue		8300-8599	170,064.00	940,483.00	1,110,527.00	185,934.00	908,621.00	1,094,555.00	-1.4%
4) Other Local Revenue		8600-8799	235,292.00	243,327.00	478,619.00	180,000.00	224,102.00	404,102.00	-15.6%
5) TOTAL, REVENUES			7,644,190.00	3,931,386.00	11,575,556.00	7,747,657.00	1,654,040.00	9,401,697.00	-18.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction		1000-1999	2,762,215.00	3,002,869.00	5,765,084.00	3,176,677.00	1,918,216.00	5,096,893.00	-11.6%
2) Instruction - Related Services		2000-2999	452,877.00	296,121.00	748,998.00	671,530.00	104,996.00	776,526.00	3.7%
3) Pupil Services		3000-3999	441,187.00	776,557.00	1,217,744.00	607,307.00	418,021.00	1,025,328.00	-15.8%
4) Ancillary Services		4000-4999	43,505.00	14,706.00	58,211.00	71,716.00	25,946.00	97,662.00	67.8%
5) Community Services		5000-5999	43,606.00	0.00	43,606.00	27,000.00	0.00	27,000.00	-38.1%
6) Enterprise		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration		7000-7999	852,858.00	259,522.00	1,112,380.00	1,075,666.00	112,073.00	1,187,739.00	6.8%
8) Plant Services		8000-8999	1,109,043.00	599,990.00	1,709,033.00	877,522.00	32,757.00	910,279.00	-46.2%
9) Other Outgo		9000-9999	115,290.00	660,533.00	775,823.00	20,875.00	705,612.00	726,487.00	-6.4%
10) TOTAL, EXPENDITURES			5,820,581.00	5,610,298.00	11,430,879.00	6,530,293.00	3,317,621.00	9,847,914.00	-13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			1,823,609.00	(1,678,932.00)	144,677.00	1,217,364.00	(1,663,581.00)	(446,217.00)	-408.4%
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%
		7600-7629	163,116.00	0.00	163,116.00	0.00	0.00	0.00	-100.0%
b) Transfers Out									
		8930-8979	103,577.00	0.00	103,577.00	0.00	0.00	0.00	-100.0%
		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8980-8999	(966,359.00)	966,359.00	0.00	(1,127,686.00)	1,127,686.00	0.00	0.0%
2) Other Sources/Uses									
3) Contributions									
4) TOTAL, OTHER FINANCING SOURCES/USES									
			(1,025,898.00)	966,359.00	(99,539.00)	(1,127,686.00)	1,127,686.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			797,711.00	(712,573.00)	85,138.00	89,678.00	(635,895.00)	(446,217.00)	-624.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
		9791	3,982,379.00	2,100,069.00	6,082,448.00	4,734,160.00	1,387,496.00	6,121,656.00	0.6%

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	0.0%	
c) As of July 1 - Audited (F1a + F1b)			3,982,379.00	2,100,069.00	6,082,448.00	4,734,160.00	1,387,496.00	6,121,656.00	0.6%
d) Other Restatements		9795	(45,930.00)	0.00	(45,930.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,936,449.00	2,100,069.00	6,036,518.00	4,734,160.00	1,387,496.00	6,121,656.00	1.4%
2) Ending Balance, June 30 (E + F1e)			4,734,160.00	1,387,496.00	6,121,656.00	4,823,838.00	851,801.00	5,675,439.00	-7.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	11,664.25	20,370.95	32,035.20	3,499.00	10,185.47	13,684.47	-57.3%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,367,125.05	1,367,125.05	0.00	841,415.53	841,415.53	-38.5%
c) Committed									
Stabilization Arrangements		9750	138,139.00	0.00	138,139.00	138,139.00	0.00	138,139.00	0.0%
Other Commitments (by Resource/Object)		9760	1,427,432.00	0.00	1,427,432.00	1,427,432.00	0.00	1,427,432.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	349,653.00	0.00	349,653.00	405,928.00	0.00	405,928.00	16.1%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	914,789.00	0.00	914,789.00	787,833.00	0.00	787,833.00	-13.9%
Unassigned/Unappropriated Amount		9790	1,890,482.75	0.00	1,890,482.75	2,059,007.00	0.00	2,059,007.00	8.9%

Resource	Description	Estimated Actuals	
		2023-24	2024-25 Budget
6266	Educator Effectiveness, FY 2021-22	139,794.00	125,794.00
6300	Lottery : Instructional Materials	115,219.00	81,693.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	232,764.00	114,349.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	30,754.00	0.00
7029	Child Nutrition: Food Service Staff Training Funds	2,000.00	0.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	53,112.00	0.00
7311	Classified School Employee Professional Development Block Grant	2,841.00	0.00
7413	A-G Learning Loss Mitigation Grant	129,429.05	74,800.00
7435	Learning Recovery Emergency Block Grant	618,015.00	410,099.53
9010	Other Restricted Local	43,197.00	34,680.00
Total, Restricted Balance		1,367,125.05	841,415.53

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	203,865.00	0.00	-100.0%
5) TOTAL, REVENUES			203,865.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	108,344.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	47,267.00	0.00	-200.0%
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			155,611.00	0.00	-300.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			48,254.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			48,254.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	116,407.00	164,661.00	41.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			116,407.00	164,661.00	41.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			116,407.00	164,661.00	41.5%
2) Ending Balance, June 30 (E + F1e)			164,661.00	164,661.00	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	164,661.00	164,661.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
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	116,398.99		
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			116,398.99		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	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)			116,398.99		
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	203,865.00	0.00	-100.0%
TOTAL, REVENUES			203,865.00	0.00	-100.0%
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	108,344.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			108,344.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	2,307.00	0.00	-100.0%
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	44,960.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			47,267.00	0.00	-200.0%
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			155,611.00	0.00	-300.0%
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	203,865.00	0.00	-100.0%
5) TOTAL, REVENUES			203,865.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		155,611.00	0.00	-100.0%
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			155,611.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			48,254.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			48,254.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	116,407.00	164,661.00	41.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			116,407.00	164,661.00	41.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			116,407.00	164,661.00	41.5%
2) Ending Balance, June 30 (E + F1e)			164,661.00	164,661.00	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	164,661.00	164,661.00	0.0%
c) Committed					

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

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
8210	Student Activity Funds	164,661.00	164,661.00
Total, Restricted Balance		164,661.00	164,661.00

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	15,714.00	0.00	-100.0%
5) TOTAL, REVENUES			15,714.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			15,714.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	160,481.00	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			160,481.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			176,195.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	623,878.00	800,073.00	28.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			623,878.00	800,073.00	28.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			623,878.00	800,073.00	28.2%
2) Ending Balance, June 30 (E + F1e)			800,073.00	800,073.00	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	800,073.00	800,073.00	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	821,571.42		
1) Fair Value Adjustment to Cash in County Treasury		9111	(21,499.47)		
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			800,071.95		
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)			800,071.95		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	15,714.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15,714.00	0.00	-100.0%
TOTAL, REVENUES			15,714.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	160,481.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			160,481.00	0.00	-100.0%
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)			160,481.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,714.00	0.00	-100.0%
5) TOTAL, REVENUES			15,714.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			15,714.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	160,481.00	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			160,481.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			176,195.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	623,878.00	800,073.00	28.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			623,878.00	800,073.00	28.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			623,878.00	800,073.00	28.2%
2) Ending Balance, June 30 (E + F1e)			800,073.00	800,073.00	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	800,073.00	800,073.00	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	301,919.00	280,000.00	-7.3%
3) Other State Revenue		8300-8599	140,000.00	150,000.00	7.1%
4) Other Local Revenue		8600-8799	4,398.00	4,000.00	-9.0%
5) TOTAL, REVENUES			446,317.00	434,000.00	-2.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	131,617.00	142,577.00	8.3%
3) Employee Benefits		3000-3999	67,233.00	73,100.00	8.7%
4) Books and Supplies		4000-4999	235,000.00	237,969.00	1.3%
5) Services and Other Operating Expenditures		5000-5999	5,000.00	6,500.00	30.0%
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			438,850.00	460,146.00	4.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,467.00	(26,146.00)	-450.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7,467.00	(26,146.00)	-450.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	113,718.00	121,185.00	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			113,718.00	121,185.00	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			113,718.00	121,185.00	6.6%
2) Ending Balance, June 30 (E + F1e)			121,185.00	95,039.00	-21.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	1,756.59	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	119,428.41	95,039.00	-20.4%
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	116,704.41		
1) Fair Value Adjustment to Cash in County Treasury		9111	(2,051.95)		
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	1,756.59		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			116,409.05		
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)			116,409.05		
FEDERAL REVENUE					
Child Nutrition Programs		8220	301,919.00	280,000.00	-7.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			301,919.00	280,000.00	-7.3%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	140,000.00	150,000.00	7.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			140,000.00	150,000.00	7.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	3,000.00	3,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,398.00	1,000.00	-28.5%
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	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,398.00	4,000.00	-9.0%
TOTAL, REVENUES			446,317.00	434,000.00	-2.8%
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	84,839.00	95,065.00	12.1%
Classified Supervisors' and Administrators' Salaries		2300	46,778.00	47,512.00	1.6%
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			131,617.00	142,577.00	8.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	34,563.00	39,209.00	13.4%
OASDI/Medicare/Alternative		3301-3302	9,530.00	10,503.00	10.2%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	20,011.00	19,997.00	-0.1%
Unemployment Insurance		3501-3502	62.00	69.00	11.3%
Workers' Compensation		3601-3602	3,067.00	3,322.00	8.3%
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			67,233.00	73,100.00	8.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,000.00	20,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	215,000.00	217,969.00	1.4%
TOTAL, BOOKS AND SUPPLIES			235,000.00	237,969.00	1.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	1,500.00	New
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	5,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,000.00	6,500.00	30.0%
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			438,850.00	460,146.00	4.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
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)			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	301,919.00	280,000.00	-7.3%
3) Other State Revenue		8300-8599	140,000.00	150,000.00	7.1%
4) Other Local Revenue		8600-8799	4,398.00	4,000.00	-9.0%
5) TOTAL, REVENUES			446,317.00	434,000.00	-2.8%
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		438,850.00	460,146.00	4.9%
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			438,850.00	460,146.00	4.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,467.00	(26,146.00)	-450.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7,467.00	(26,146.00)	-450.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	113,718.00	121,185.00	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			113,718.00	121,185.00	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			113,718.00	121,185.00	6.6%
2) Ending Balance, June 30 (E + F1e)			121,185.00	95,039.00	-21.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	1,756.59	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	119,428.41	95,039.00	-20.4%
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
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	90,459.41	95,039.00
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	28,969.00	0.00
Total, Restricted Balance		119,428.41	95,039.00

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	13,081.00	0.00	-100.0%
5) TOTAL, REVENUES			13,081.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			13,081.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,081.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	519,344.00	532,425.00	2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			519,344.00	532,425.00	2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			519,344.00	532,425.00	2.5%
2) Ending Balance, June 30 (E + F1e)			532,425.00	532,425.00	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	532,425.00	532,425.00	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	550,321.13		
1) Fair Value Adjustment to Cash in County Treasury		9111	(17,897.11)		
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		
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			532,424.02		
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)			532,424.02		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	13,081.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,081.00	0.00	-100.0%
TOTAL, REVENUES			13,081.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	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	13,081.00	0.00	-100.0%
5) TOTAL, REVENUES			13,081.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			13,081.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,081.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	519,344.00	532,425.00	2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			519,344.00	532,425.00	2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			519,344.00	532,425.00	2.5%
2) Ending Balance, June 30 (E + F1e)			532,425.00	532,425.00	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	532,425.00	532,425.00	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	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12,439.00	0.00	-100.0%
5) TOTAL, REVENUES			12,439.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	10,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	14,271.00	0.00	-100.0%
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			24,271.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(11,832.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,832.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	116,468.00	104,636.00	-10.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			116,468.00	104,636.00	-10.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			116,468.00	104,636.00	-10.2%
2) Ending Balance, June 30 (E + F1e)			104,636.00	104,636.00	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	104,636.00	104,636.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	114,279.38		
1) Fair Value Adjustment to Cash in County Treasury		9111	(4,013.61)		
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			110,265.77		
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)			110,265.77		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,744.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	9,695.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,439.00	0.00	-100.0%
TOTAL, REVENUES			12,439.00	0.00	-100.0%
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	10,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			10,000.00	0.00	-100.0%
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	14,271.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,271.00	0.00	-100.0%
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					
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			24,271.00	0.00	-100.0%
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 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	12,439.00	0.00	-100.0%
5) TOTAL, REVENUES			12,439.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		24,271.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			24,271.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(11,832.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(11,832.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	116,468.00	104,636.00	-10.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			116,468.00	104,636.00	-10.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			116,468.00	104,636.00	-10.2%
2) Ending Balance, June 30 (E + F1e)			104,636.00	104,636.00	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	104,636.00	104,636.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	104,636.00	104,636.00
Total, Restricted Balance		104,636.00	104,636.00

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	2.00	0.00	-100.0%
5) TOTAL, REVENUES			2.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95.00	97.00	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95.00	97.00	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95.00	97.00	2.1%
2) Ending Balance, June 30 (E + F1e)			97.00	97.00	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	97.00	97.00	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	100.14		
1) Fair Value Adjustment to Cash in County Treasury		9111	(3.26)		
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			96.88		
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)			96.88		
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	2.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2.00	0.00	-100.0%
TOTAL, REVENUES			2.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	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	2.00	0.00	-100.0%
5) TOTAL, REVENUES			2.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95.00	97.00	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95.00	97.00	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95.00	97.00	2.1%
2) Ending Balance, June 30 (E + F1e)			97.00	97.00	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	97.00	97.00	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	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4.00	0.00	-100.0%
5) TOTAL, REVENUES			4.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	145.00	149.00	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			145.00	149.00	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			145.00	149.00	2.8%
2) Ending Balance, June 30 (E + F1e)			149.00	149.00	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	149.00	149.00	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	153.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	(4.99)		
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			148.51		
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)			148.51		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	4.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4.00	0.00	-100.0%
TOTAL, REVENUES			4.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES					
			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	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 Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
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)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4.00	0.00	-100.0%
5) TOTAL, REVENUES			4.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			4.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	145.00	149.00	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			145.00	149.00	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			145.00	149.00	2.8%
2) Ending Balance, June 30 (E + F1e)			149.00	149.00	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	149.00	149.00	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	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,911.00	0.00	-100.0%
5) TOTAL, REVENUES			5,911.00	0.00	-100.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,911.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			5,911.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	759,348.00	765,259.00	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			759,348.00	765,259.00	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			759,348.00	765,259.00	0.8%
2) Ending Net Position, June 30 (E + F1e)			765,259.00	765,259.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	765,259.00	765,259.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	247,485.26		
1) Fair Value Adjustment to Cash in County Treasury		9111	(7,929.55)		
b) in Banks		9120	91,060.98		
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	379,206.52		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			709,823.21		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			709,823.21		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,911.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,911.00	0.00	-100.0%
TOTAL, REVENUES			5,911.00	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
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%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		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 EXPENSES			0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			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%
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%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, OTHER FINANCING SOURCES/USES (a + 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	5,911.00	0.00	-100.0%
5) TOTAL, REVENUES			5,911.00	0.00	-100.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		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, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,911.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			5,911.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	759,348.00	765,259.00	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			759,348.00	765,259.00	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			759,348.00	765,259.00	0.8%
2) Ending Net Position, June 30 (E + F1e)			765,259.00	765,259.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	765,259.00	765,259.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Net Position		0.00	0.00

Biggs Unified
Butte County

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)						
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)	512.63	512.63	531.06	512.63	513.95	521.10
4. Total, District Regular ADA (Sum of Lines A1 through A3)	512.63	512.63	531.06	512.63	513.95	521.10
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	3.03	3.03	3.03	3.03	3.03	3.03
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)	3.03	3.03	3.03	3.03	3.03	3.03
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	515.66	515.66	534.09	515.66	516.98	524.13
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)						

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
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education 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, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School 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. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education 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, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School 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. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	283,366.00		283,366.00			283,366.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	283,366.00	0.00	283,366.00	0.00	0.00	283,366.00
Capital assets being depreciated:						
Land Improvements	2,258,620.00	1,044,000.00	3,302,620.00		99,900.00	3,202,720.00
Buildings	14,913,918.00		14,913,918.00		193,008.00	14,720,910.00
Equipment	1,820,590.00	378,000.00	2,198,590.00		96,837.00	2,101,753.00
Total capital assets being depreciated	18,993,128.00	1,422,000.00	20,415,128.00	0.00	389,745.00	20,025,383.00
Accumulated Depreciation for:						
Land Improvements	(583,148.00)	(157,000.00)	(740,148.00)			(740,148.00)
Buildings	(4,105,264.00)	(262,000.00)	(4,367,264.00)			(4,367,264.00)
Equipment	(1,349,632.00)	(114,000.00)	(1,463,632.00)			(1,463,632.00)
Total accumulated depreciation	(6,038,044.00)	(533,000.00)	(6,571,044.00)	0.00	0.00	(6,571,044.00)
Total capital assets being depreciated, net excluding lease and subscription assets	12,955,084.00	889,000.00	13,844,084.00	0.00	389,745.00	13,454,339.00
Lease Assets						
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets						
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	13,238,450.00	889,000.00	14,127,450.00	0.00	389,745.00	13,737,705.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets						
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets						
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Projected Cash Flow Report
 Year: 2024-25
 Budget Used: Proposed Budget
 6/5/2024

	Object	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	VARIANCE
A. BEGINNING CASH	9110	\$5,377,211	\$6,532,953	\$5,830,607	\$5,229,145	\$4,519,924	\$3,356,761	\$4,732,251	\$3,999,685	\$3,802,282	\$3,473,455	\$4,579,266	\$3,908,522	\$3,908,522	\$0
B. REVENUES															
PY Adjust	8019	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Property Tax	8020-8079	0	0	0	0	0	1,617,683	0	0	0	1,617,683	0	0	3,235,366	0
State Aid LCF	8010-8019	421,682	421,682	421,682	421,682	0	0	168,673	191,163	191,163	191,163	191,163	191,163	2,811,216	0
EPA	8012	0	0	333,785	0	0	333,785	0	0	333,785	0	0	333,785	1,335,141	0
Federal Revenues	8100-8299	0	0	57,975	48,065	9,964	0	230,016	0	0	56,793	0	0	402,814	0
Other State Revenues	8300-8599	0	74,294	124,532	0	0	129,038	118,077	359,123	0	122,395	0	0	927,458	0
Other Local Revenues	8600-8799	23,629	74,657	43,091	43,426	7,511	45,615	2,068	59,117	0	0	0	0	299,115	0
Other Financing Sour	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Lieu	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Accounts Receivable	9200-9299	1,386,963	(346,741)	(346,741)	(346,741)	(346,741)	0	0	0	0	0	0	0	0	0
TOTAL REVENUES		1,832,274	223,893	634,325	166,433	2,126,122	518,834	609,404	524,948	1,988,033	191,163	524,948	9,011,110		
C. EXPENSES															
Certificand	1000-1999	91,439	326,669	325,593	338,502	311,250	310,533	372,209	342,805	343,164	346,750	334,916	141,999	3,585,829	0
Classified	2000-2999	34,947	124,850	124,438	129,372	118,957	118,682	142,254	131,017	131,154	132,524	128,002	54,270	1,370,467	0
Employee Benefits	3000-3999	122,399	166,097	195,749	217,375	186,608	192,405	203,329	200,877	209,572	197,756	206,451	130,871	2,229,489	0
Supplies	4000-5999	40,805	49,401	98,630	35,303	43,326	38,799	40,174	39,429	42,810	53,757	52,267	0	534,701	0
Services	5000-5999	94,877	114,865	229,331	82,085	100,740	90,213	93,411	91,679	99,541	124,993	121,528	0	1,243,263	0
Capital Outlays	6000-6599	0	0	30,000	0	0	0	0	0	0	0	0	0	30,000	0
Other Outgo	7000-7499	0	71,341	159,028	0	0	0	401,021	0	27,534	26,444	18,743	0	704,111	0
Interfund Transfers C	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing B	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Liabilities and Deferr	9610-9690	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Accounts Payable	9500-9599	292,066	73,016	73,016	73,016	73,016	0	0	0	0	0	0	0	0	0
TOTAL EXPENSES		676,532	926,239	1,235,786	875,653	833,898	750,632	1,252,399	805,807	853,775	882,223	861,907	327,140	9,697,860	0
D. NET CHANGE (=B-C)		1,155,742	(702,347)	(601,462)	(709,221)	(1,163,163)	(1,375,490)	(723,566)	(396,403)	(328,827)	(1,105,810)	(670,744)	197,808	(886,750)	0
E. ENDING CASH (=A+D)		\$6,532,953	\$5,830,607	\$5,229,145	\$4,519,924.42	\$3,356,761	\$4,732,251	\$3,998,685	\$3,802,282	\$3,473,455	\$4,579,266	\$3,908,522	\$4,106,329	0	0

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	3,747,259.00	301	0.00	303	3,747,259.00	305	41,218.00		307	3,747,259.00	309
2000 - Classified Salaries	1,359,793.00	311	24,072.00	313	1,335,721.00	315	152,717.00	167,002.00	317	1,168,719.00	319
3000 - Employee Benefits	2,254,360.00	321	21,025.00	323	2,233,335.00	325	67,413.00	82,015.00	327	2,151,320.00	329
4000 - Books, Supplies Equip Replace. (6500)	905,585.00	331	28,315.00	333	877,270.00	335	234,781.00	390,931.00	337	486,339.00	339
5000 - Services . . . & 7300 - Indirect Costs	1,432,099.00	341	14,215.00	343	1,417,884.00	345	55,862.00	155,255.00	347	1,262,629.00	349
TOTAL					9,811,469.00	365			TOTAL	8,816,266.00	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	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	393
10. Other Benefits (EC 22310).	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		0.00
14. TOTAL SALARIES AND BENEFITS.		4,955,785.00
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.		56.21%
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)		55.00%
2. Percentage spent by this district (Part II, Line 15)		56.21%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)		8,816,266.00
5. Deficiency Amount (Part III, Line 3 times Line 4)		0.00
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		
Function 3600, Resources 3217,5810,6546,6300,7311,7435,7510,3327,6547,7010,7028,7032,7388,7412,9011,9013		

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

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	3,585,829.00	301	0.00	303	3,585,829.00	305	30,000.00		307	3,585,829.00	309
2000 - Classified Salaries	1,370,467.00	311	0.00	313	1,370,467.00	315	154,313.00	185,191.00	317	1,185,276.00	319
3000 - Employee Benefits	2,229,489.00	321	41,120.00	323	2,188,369.00	325	85,772.00	92,019.00	327	2,096,350.00	329
4000 - Books, Supplies Equip Replace. (6500)	573,099.00	331	54,902.00	333	518,197.00	335	199,541.00	307,725.00	337	210,472.00	339
5000 - Services . . & 7300 - Indirect Costs	1,332,543.00	341	35,112.00	343	1,297,431.00	345	30,030.00	144,994.00	347	1,152,437.00	349
TOTAL					8,960,293.00	365	TOTAL			8,230,364.00	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	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	4,588,068.00	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.	4,588,068.00	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.	55.75%	
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)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	55.75%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	8,230,364.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

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

Resource 1100, Function 3600, Resources 3213,4126,6266,6300,3315,3327,6546,7010,7028,7029,7032 7412,7413,9013

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	4,138,450.00	2,294,000.00	6,432,450.00			6,432,450.00	
Total/Net OPEB Liability	2,001,630.00	940,370.00	2,942,000.00			2,942,000.00	
Compensated Absences Payable	30,478.00	(16,478.00)	14,000.00			14,000.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	6,170,558.00	3,217,892.00	9,388,450.00	0.00	0.00	9,388,450.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable	238,402.00	(61,402.00)	177,000.00			177,000.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	238,402.00	(61,402.00)	177,000.00	0.00	0.00	177,000.00	0.00

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	11,593,995.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,833,429.00
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	43,606.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	318,829.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	115,290.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	163,116.00
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

<p>9. Supplemental expenditures made as a result of a Presidentially declared disaster</p>	<p>Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.</p>			
<p>10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)</p>				640,841.00
<p>D. Plus additional MOE expenditures:</p>	<p>1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)</p> <p style="text-align: center;">All</p>	<p>All</p>	<p>1000-7143, 7300-7439</p> <p>minus 8000-8699</p>	0.00
<p>2. Expenditures to cover deficits for student body activities</p>			<p>Manually entered. Must not include expenditures in lines A or D1.</p>	
<p>E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)</p>				8,119,725.00
<p>Section II - Expenditures Per ADA</p>				<p>2023-24 Annual ADA/Exps. Per ADA</p>
<p>A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)</p>				515.66
<p>B. Expenditures per ADA (Line I.E divided by Line II.A)</p>				15,746.28

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.)	7,303,559.67	15,330.41
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)	7,303,559.67	15,330.41
B. Required effort (Line A.2 times 90%)	6,573,203.70	13,797.37
C. Current year expenditures (Line I.E and Line II.B)	8,119,725.00	15,746.28
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>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.)</p>	MOE Met	
<p>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)</p>	0.00%	0.00%
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
<p>Description of Adjustments</p>	<p>Total Expenditures</p>	<p>Expenditures Per ADA</p>
<p>Total adjustments to base expenditures</p>	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) 423,900.00
- 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. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 6,919,968.00

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) 6.13%

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. _____

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.

**Entry
required**

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) 752,642.00
- 2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
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)	67,396.96
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)	820,038.96
9. Carry-Forward Adjustment (Part IV, Line F)	(142,633.59)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	677,405.37
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	5,723,442.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	748,998.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	851,591.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	58,211.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	43,606.00
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)	297,240.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	34,100.00
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)	28,398.00
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)	1,032,064.04
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)	155,611.00
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)	223,850.00
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)	9,197,111.04
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)	8.92%
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)	7.37%

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)	<u>820,038.96</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>(31,005.20)</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
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 (10.13%) times Part III, Line B19); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.13%) times Part III, Line B19) or (the highest rate used to recover costs from any program (10.13%) times Part III, Line B19); zero if positive	<u>(142,633.59)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(142,633.59)</u>
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:	<u>7.37%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-71316.79) is applied to the current year calculation and the remainder (\$-71316.80) is deferred to one or more future years:	<u>8.14%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-47544.53) is applied to the current year calculation and the remainder (\$-95089.06) is deferred to one or more future years:	<u>8.40%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>(142,633.59)</u>

Budget, July 1
2023-24 Estimated Actuals
Exhibit A: Indirect Cost Rates Charged to Programs

Approved indirect cost rate: 10.13%
Highest rate used in any program: 10.13%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	268,856.00	27,166.00	10.10%
01	3212	174,354.00	9,770.00	5.60%
01	3213	947,174.00	86,476.00	9.13%
01	3310	106,380.00	10,776.00	10.13%
01	4035	28,956.00	2,933.00	10.13%
01	4127	41,053.00	4,122.00	10.04%
01	4201	1,110.00	91.00	8.20%
01	5634	7,174.00	207.00	2.89%
01	6266	10,959.00	1,110.00	10.13%
01	6500	577,178.00	58,468.00	10.13%
01	6762	91,886.00	9,308.00	10.13%
01	7311	2,390.00	242.00	10.13%
01	7388	3,655.00	84.00	2.30%
01	7435	6,425.00	650.00	10.12%
01	9010	126,903.00	2,468.00	1.94%

Budget, July 1
2023-24 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	104,500.00		177,169.00	281,669.00
2. State Lottery Revenue	8560	94,769.00		38,550.00	133,319.00
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)		199,269.00	0.00	215,719.00	414,988.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	41,218.00		0.00	41,218.00
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	16,355.00		78,000.00	94,355.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	5,000.00			5,000.00
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			22,500.00	22,500.00
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)		62,573.00	0.00	100,500.00	163,073.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	136,696.00	0.00	115,219.00	251,915.00
D. COMMENTS:					
Supplies and Materials for each school sites.					

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	7,381,723.00	5.46%	7,784,975.00	2.65%	7,991,294.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	185,934.00	0.47%	186,804.00	0.55%	187,825.00
4. Other Local Revenues	8600-8799	180,000.00	0.00%	180,000.00	0.00%	180,000.00
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	(1,127,686.00)	-6.73%	(1,051,775.00)	9.71%	(1,153,888.00)
6. Total (Sum lines A1 thru A5c)		6,619,971.00	7.25%	7,100,004.00	1.48%	7,205,231.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,650,303.00		2,785,800.00
b. Step & Column Adjustment				79,509.00		83,574.00
c. Cost-of-Living Adjustment				55,988.00		63,438.00
d. Other Adjustments						73,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,650,303.00	5.11%	2,785,800.00	7.90%	3,005,812.00
2. Classified Salaries						
a. Base Salaries				1,095,469.00		1,151,475.00
b. Step & Column Adjustment				32,864.00		34,544.00
c. Cost-of-Living Adjustment				23,142.00		25,571.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,095,469.00	5.11%	1,151,475.00	5.22%	1,211,590.00
3. Employee Benefits	3000-3999	1,505,658.00	0.55%	1,513,939.00	1.39%	1,535,033.00
4. Books and Supplies	4000-4999	295,950.00	21.89%	360,748.00	7.77%	388,785.00
5. Services and Other Operating Expenditures	5000-5999	1,043,520.00	3.00%	1,074,826.00	3.93%	1,117,070.00
6. Capital Outlay	6000-6999	0.00	0.00%	200,000.00	-100.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	20,875.00	-100.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(81,482.00)	-4.33%	(77,951.00)	3.46%	(80,646.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	20,188.00
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)		6,530,293.00	7.33%	7,008,837.00	2.70%	7,197,832.00

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)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		89,678.00		91,167.00		7,399.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,734,160.00		4,823,838.00		4,915,005.00
2. Ending Fund Balance (Sum lines C and D1)		4,823,838.00		4,915,005.00		4,922,404.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	5,499.00		5,499.00		4,916.25
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
2. Other Commitments	9760	1,427,432.00		1,427,432.00		1,427,432.00
d. Assigned	9780	405,928.00		212,957.00		212,957.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	787,833.00		821,699.00		839,173.00
2. Unassigned/Unappropriated	9790	2,059,007.00		2,309,279.00		2,299,786.75
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,823,838.00		4,915,005.00		4,922,404.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
b. Reserve for Economic Uncertainties	9789	787,833.00		821,699.00		839,173.00
c. Unassigned/Unappropriated	9790	2,059,007.00		2,309,279.00		2,299,786.75
(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)		2,984,979.00		3,269,117.00		3,277,098.75
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.						
Salary movement from Restricted to Unrestricted Funds.						

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	521,317.00	-18.26%	426,144.00	-0.08%	425,821.00
3. Other State Revenues	8300-8599	908,621.00	18.03%	1,072,469.00	-6.04%	1,007,722.00
4. Other Local Revenues	8600-8799	224,102.00	1.28%	226,974.00	-0.25%	226,407.00
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	1,127,686.00	-6.73%	1,051,775.00	9.71%	1,153,888.00
6. Total (Sum lines A1 thru A5c)		2,781,726.00	-0.16%	2,777,362.00	1.31%	2,813,838.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				935,526.00		983,355.00
b. Step & Column Adjustment				28,066.00		29,501.00
c. Cost-of-Living Adjustment				19,763.00		20,263.00
d. Other Adjustments						(73,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	935,526.00	5.11%	983,355.00	-2.36%	960,119.00
2. Classified Salaries						
a. Base Salaries				274,998.00		289,057.00
b. Step & Column Adjustment				8,250.00		8,672.00
c. Cost-of-Living Adjustment				5,809.00		6,419.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	274,998.00	5.11%	289,057.00	5.22%	304,148.00
3. Employee Benefits	3000-3999	723,831.00	-11.42%	641,146.00	-1.62%	630,742.00
4. Books and Supplies	4000-4999	277,149.00	4.34%	289,169.00	-18.08%	236,877.00
5. Services and Other Operating Expenditures	5000-5999	289,023.00	-4.47%	276,103.00	-16.47%	230,633.00
6. Capital Outlay	6000-6999	30,000.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	705,612.00	0.00%	705,612.00	0.00%	705,612.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	81,482.00	-4.33%	77,951.00	3.46%	80,646.00
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)		3,317,621.00	-1.66%	3,262,393.00	-3.48%	3,148,777.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(535,895.00)		(485,031.00)		(334,939.00)

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)		1,387,496.00		851,601.00		366,570.00
2. Ending Fund Balance (Sum lines C and D1)		851,601.00		366,570.00		31,631.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	10,185.47		10,185.47		0.00
b. Restricted	9740	841,415.53		356,384.53		31,631.00
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)		851,601.00		366,570.00		31,631.00
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.						
Salary movement from Restricted to Unrestricted Funds.						

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	7,381,723.00	5.46%	7,784,975.00	2.65%	7,991,294.00
2. Federal Revenues	8100-8299	521,317.00	-18.26%	426,144.00	-0.08%	425,821.00
3. Other State Revenues	8300-8599	1,094,555.00	15.05%	1,259,273.00	-5.06%	1,195,547.00
4. Other Local Revenues	8600-8799	404,102.00	0.71%	406,974.00	-0.14%	406,407.00
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)		9,401,697.00	5.06%	9,877,366.00	1.43%	10,019,069.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,585,829.00		3,769,155.00
b. Step & Column Adjustment				107,575.00		113,075.00
c. Cost-of-Living Adjustment				75,751.00		83,701.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,585,829.00	5.11%	3,769,155.00	5.22%	3,965,931.00
2. Classified Salaries						
a. Base Salaries				1,370,467.00		1,440,532.00
b. Step & Column Adjustment				41,114.00		43,216.00
c. Cost-of-Living Adjustment				28,951.00		31,990.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,370,467.00	5.11%	1,440,532.00	5.22%	1,515,738.00
3. Employee Benefits	3000-3999	2,229,489.00	-3.34%	2,155,085.00	0.50%	2,165,775.00
4. Books and Supplies	4000-4999	573,099.00	13.40%	649,917.00	-3.73%	625,662.00
5. Services and Other Operating Expenditures	5000-5999	1,332,543.00	1.38%	1,350,929.00	-0.24%	1,347,703.00
6. Capital Outlay	6000-6999	30,000.00	566.67%	200,000.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	726,487.00	-2.87%	705,612.00	0.00%	705,612.00
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%	0.00	0.00%	20,188.00
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)		9,847,914.00	4.30%	10,271,230.00	0.73%	10,346,609.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(446,217.00)		(393,864.00)		(327,540.00)

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)		6,121,656.00		5,675,439.00		5,281,575.00
2. Ending Fund Balance (Sum lines C and D1)		5,675,439.00		5,281,575.00		4,954,035.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	15,684.47		15,684.47		4,916.25
b. Restricted	9740	841,415.53		356,384.53		31,631.00
c. Committed						
1. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
2. Other Commitments	9760	1,427,432.00		1,427,432.00		1,427,432.00
d. Assigned	9780	405,928.00		212,957.00		212,957.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	787,833.00		821,699.00		839,173.00
2. Unassigned/Unappropriated	9790	2,059,007.00		2,309,279.00		2,299,786.75
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,675,439.00		5,281,575.00		4,954,035.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
b. Reserve for Economic Uncertainties	9789	787,833.00		821,699.00		839,173.00
c. Unassigned/Unappropriated	9790	2,059,007.00		2,309,279.00		2,299,786.75
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)		2,984,979.00		3,269,117.00		3,277,098.75
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		30.31%		31.83%		31.67%
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)						
2. District ADA		0.00				
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)		512.63		513.95		522.50
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		9,847,914.00		10,271,230.00		10,346,609.00
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)		9,847,914.00		10,271,230.00		10,346,609.00
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)		393,916.56		410,849.20		413,864.36
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)		393,916.56		410,849.20		413,864.36
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	163,116.00		
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					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					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					160,481.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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					2,635.00	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								

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	163,116.00	163,116.00	0.00	0.00

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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								

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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								

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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):	512.63	
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	520	494		
Charter School				
Total ADA	520	494	5.0%	Not Met
Second Prior Year (2022-23)				
District Regular	540	558		
Charter School				
Total ADA	540	558	N/A	Met
First Prior Year (2023-24)				
District Regular	532	531		
Charter School		0		
Total ADA	532	531	0.1%	Met
Budget Year (2024-25)				
District Regular	521			
Charter School	0			
Total ADA	521			

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)

Due to Covid-19 Pandemic

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

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

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

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

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

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CALPADS Actual		
Third Prior Year (2021-22)				
District Regular	513	574		
Charter School				
Total Enrollment	513	574	N/A	Met
Second Prior Year (2022-23)				
District Regular	534	532		
Charter School				
Total Enrollment	534	532	0.4%	Met
First Prior Year (2023-24)				
District Regular	551	548		
Charter School				
Total Enrollment	551	548	0.5%	Met
Budget Year (2024-25)				
District Regular	541			
Charter School				
Total Enrollment	541			

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	494	574	
Charter School		0	
Total ADA/Enrollment	494	574	86.1%
Second Prior Year (2022-23)			
District Regular	472	532	
Charter School	0		
Total ADA/Enrollment	472	532	88.8%
First Prior Year (2023-24)			
District Regular	513	548	
Charter School			
Total ADA/Enrollment	513	548	93.5%
Historical Average Ratio:			89.5%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			90.0%

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2024-25)				
District Regular	513	541		
Charter School	0			
Total ADA/Enrollment	513	541	94.8%	Not Met
1st Subsequent Year (2025-26)				
District Regular	523	550		
Charter School				
Total ADA/Enrollment	523	550	95.0%	Not Met
2nd Subsequent Year (2026-27)				
District Regular	524	552		
Charter School				
Total ADA/Enrollment	524	552	95.0%	Not Met

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

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

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

Explanation:
(required if NOT met)

It is projected to increase enrollment.

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)	534.09	524.13	524.13	525.53
b. Prior Year ADA (Funded)		534.09	524.13	524.13
c. Difference (Step 1a minus Step 1b)		(9.96)	0.00	1.40
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(1.86%)	0.00%	.27%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		7,238,834.00	7,784,975.00	7,991,294.00
b1. COLA percentage		1.07%	2.93%	3.08%
b2. COLA amount (proxy for purposes of this criterion)		77,455.52	228,099.77	246,131.86
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.93%	3.08%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(.79%)	2.93%	3.35%
LCFF Revenue Standard (Step 3, plus/minus 1%):		-1.79% to 0.21%	1.93% to 3.93%	2.35% to 4.35%

4A2. Alternate LCFF Revenue Standard - Basic Aid

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

Basic Aid District Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,235,366.00	3,235,366.00	3,235,366.00	3,235,366.00
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)	7,251,154.00	7,381,723.00	7,784,975.00	7,991,294.00
District's Projected Change in LCFF Revenue:		1.80%	5.46%	2.65%
LCFF Revenue Standard		-1.79% to 0.21%	1.93% to 3.93%	2.35% to 4.35%
Status:		Not Met	Not 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)

Per FCMAT LCFF Calculator

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2021-22)	4,860,665.57	5,757,949.61
Second Prior Year (2022-23)	4,534,533.58	5,427,510.86	83.5%
First Prior Year (2023-24)	4,571,219.00	5,820,581.00	78.5%
	Historical Average Ratio:		82.2%

	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):	78.2% to 86.2%	78.2% to 86.2%	78.2% to 86.2%

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2024-25)	5,251,430.00	6,530,293.00	80.4%
1st Subsequent Year (2025-26)	5,451,214.00	7,008,837.00	77.8%	Not Met
2nd Subsequent Year (2026-27)	5,752,435.00	7,177,644.00	80.1%	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)

Restricted Salaries transfer to Unrestricted due to elimination of one-time funds.

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):	(.79%)	2.93%	3.35%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-10.79% to 9.21%	-7.07% to 12.93%	-6.65% to 13.35%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.79% to 4.21%	-2.07% to 7.93%	-1.65% to 8.35%

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)	2,747,576.00		
Budget Year (2024-25)	521,317.00	(81.03%)	Yes
1st Subsequent Year (2025-26)	426,144.00	(18.26%)	Yes
2nd Subsequent Year (2026-27)	425,821.00	(.08%)	No

Explanation:
(required if Yes)

Adjustments of one time funds to reflect current and out-year spending timeline.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	1,110,527.00		
Budget Year (2024-25)	1,094,555.00	(1.44%)	No
1st Subsequent Year (2025-26)	1,259,273.00	15.05%	Yes
2nd Subsequent Year (2026-27)	1,195,547.00	(5.06%)	Yes

Explanation:
(required if Yes)

Adjustments of one-time funds to reflect current and out-year spending timeline.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	478,619.00		
Budget Year (2024-25)	404,102.00	(15.57%)	Yes
1st Subsequent Year (2025-26)	406,974.00	.71%	No
2nd Subsequent Year (2026-27)	406,407.00	(.14%)	No

Explanation:
(required if Yes)

Interest, Lease Rental, and Walnut Income.

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

First Prior Year (2023-24)	895,820.00		
Budget Year (2024-25)	573,099.00	(36.03%)	Yes
1st Subsequent Year (2025-26)	649,917.00	13.40%	Yes
2nd Subsequent Year (2026-27)	625,662.00	(3.73%)	Yes

Explanation:
(required if Yes) Adjustments of one-time funds to reflect current and out-year spending timeline.

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

First Prior Year (2023-24)	1,432,099.00		
Budget Year (2024-25)	1,332,543.00	(6.95%)	Yes
1st Subsequent Year (2025-26)	1,350,929.00	1.38%	No
2nd Subsequent Year (2026-27)	1,347,703.00	(.24%)	No

Explanation:
(required if Yes) Adjustments of one-time funds to reflect current and out-year spending timeline.

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)	4,336,722.00		
Budget Year (2024-25)	2,019,974.00	(53.42%)	Not Met
1st Subsequent Year (2025-26)	2,092,391.00	3.59%	Met
2nd Subsequent Year (2026-27)	2,027,775.00	(3.09%)	Met

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

First Prior Year (2023-24)	2,327,919.00		
Budget Year (2024-25)	1,905,642.00	(18.14%)	Not Met
1st Subsequent Year (2025-26)	2,000,846.00	5.00%	Met
2nd Subsequent Year (2026-27)	1,973,365.00	(1.37%)	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) Adjustments of one time funds to reflect current and out-year spending timeline.

Explanation:
Other State Revenue
(linked from 6B
if NOT met) Adjustments of one-time funds to reflect current and out-year spending timeline.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met) Interest, Lease Rental, and Walnut Income.

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

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

Adjustments of one-time funds to reflect current and out-year spending timeline.

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

Adjustments of one-time funds to reflect current and out-year spending timeline.

7. CRITERION: Facilities Maintenance

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

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

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

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

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

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)	9,465,831.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	9,465,831.00	283,974.93	0.00	Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input checked="" type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	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 reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (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	138,139.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	736,740.00	914,789.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	2,675,028.19	2,922,682.27	1,890,482.75
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(.05)	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	2,675,028.14	3,659,422.27	2,943,410.75
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	8,321,553.34	9,209,244.39	11,593,995.00
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)	8,321,553.34	9,209,244.39	11,593,995.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	32.1%	39.7%	25.4%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	10.7%	13.2%	8.5%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	141,727.26	5,797,591.75	N/A	Met
Second Prior Year (2022-23)	1,482,064.82	5,427,510.86	N/A	Met
First Prior Year (2023-24)	797,711.00	5,983,697.00	N/A	Met
Budget Year (2024-25) (Information only)	89,678.00	6,530,293.00		

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):

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2021-22)	2,485,760.00	2,535,300.93	N/A	Met
Second Prior Year (2022-23)	2,619,223.00	2,500,314.27	4.5%	Not Met
First Prior Year (2023-24)	3,454,083.00	3,936,449.00	N/A	Met
Budget Year (2024-25) (Information only)	4,734,160.00			

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)

Over budgeted and underspent on certain expenditure categories due to restricted one-time funds.

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
	Original Budget	Estimated/Unaudited Actuals	
Current Year (2024-25)	4,106,329.00		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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

Percentage Level	District ADA
5% or \$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.)	513	514	523
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):

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
b. Special Education Pass-through Funds	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)	9,847,914.00	10,271,230.00	10,346,609.00
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)	9,847,914.00	10,271,230.00	10,346,609.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	393,916.56	410,849.20	413,864.36
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)	393,916.56	410,849.20	413,864.36

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)	138,139.00	138,139.00	138,139.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	787,833.00	821,699.00	839,173.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	2,059,007.00	2,309,279.00	2,299,786.75
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)	2,984,979.00	3,269,117.00	3,277,098.75
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	30.31%	31.83%	31.67%
District's Reserve Standard (Section 10B, Line 7):	393,916.56	410,849.20	413,864.36
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?

Yes

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

Pending Independent Study Audit Compliance \$212,957.00

S2. Use of One-time Revenues for Ongoing Expenditures

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

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(966,359.00)			
Budget Year (2024-25)	(1,127,686.00)	161,327.00	16.7%	Not Met
1st Subsequent Year (2025-26)	(1,051,775.00)	(75,911.00)	(6.7%)	Met
2nd Subsequent Year (2026-27)	(1,153,888.00)	102,113.00	9.7%	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)	163,116.00			
Budget Year (2024-25)	0.00	(163,116.00)	(100.0%)	Not Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	20,188.00	20,188.00	New	Not 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)

Contributions to Special Education and Categorical Fund Resources increase.

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

Explanation:
(required if NOT met)

One-time in nature fund transfers of Funds 13, 17, and Funds 35.

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 commitments¹ 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:		Principal Balance as of July 1, 2024
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	1	General Fund	Bleacher Loan Project	20,466
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	On-Going	General Fund		38,710

Other Long-term Commitments (do not include OPEB):

TOTAL:				59,176

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases	115,290	20,876	20,876	0
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	115,290	20,876	20,876	0
Has total annual payment increased over prior year (2023-24)?		No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

No

2 For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

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

Pay-as-you-go

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

Self-Insurance Fund	Governmental Fund
	532,425

4 OPEB Liabilities

a. Total OPEB liability

2,101,176.00

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

2,101,176.00

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

0.00

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

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

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

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

d. Number of retirees receiving OPEB benefits

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
41,120.00	41,120.00	41,120.00
231,457.00	231,457.00	231,457.00
9.00	9.00	9.00

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)

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	41	41	41	41

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

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:

Aug 09, 2023

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

Yes

If Yes, date of Superintendent and CBO certification:

Aug 03, 2023

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

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

Aug 01, 2023	End Date:	Jun 30, 2025
--------------	-----------	--------------

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)?

Yes	Yes	Yes
-----	-----	-----

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

21201		
-------	--	--

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

70% of Funded COLA for SY 24/25		
---------------------------------	--	--

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

General Fund Restricted and Unrestricted Funds.

Negotiations Not Settled

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

--

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

--	--	--

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
530587	530587	530587
74.0%	74.0%	74.0%
1.5%	1.5%	1.5%

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		
----	--	--

--

Certificated (Non-management) Step and Column Adjustments

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
30895	97605	102844
3.0%	3.0%	3.0%

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	
Yes	Yes	Yes

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	26.2	27.075	27.075	27.075

Classified (Non-management) Salary and Benefit Negotiations

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

Yes

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:

Aug 09, 2023

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

Yes

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?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:	Aug 01, 2023	End Date:	Jun 30, 2025
-------------	--------------	-----------	--------------

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)?

Yes	Yes	Yes
-----	-----	-----

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")

26857		
70% of Funded COLA for SY24/25		

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

General Fund Restricted and Unrestricted Funds.

Negotiations Not Settled

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

--

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

--	--	--

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes
95734	95734	95734
69.0%	69.0%	69.0%
3.0%	3.0%	3.0%

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

No		

--

Classified (Non-management) Step and Column Adjustments

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes		Yes
30895	42764	43096
3.0%	3.0%	3.0%

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	4	4	4	4

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

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

Yes

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:

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
1918		
70% of Funded COLA for SY24/25		

Negotiations Not Settled

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

--

4. Amount included for any tentative salary schedule increases

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
48628	48628	48628
60.0%	60.0%	60.0%

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

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

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
1904	1961	2020
3.0%	3.0%	3.0%

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

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Yes	Yes	Yes
3889	3889	3889

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
Jun 26, 2024

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

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?	Yes
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Budget, July 1
Estimated Actuals 2023-24
Technical Review Checks
Phase - All
Display - All Technical Checks

Biggs Unified

Butte County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- WWC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>
CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699).	<u>Passed</u>

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
13-5314-0-0000-0000-9791	5314	9791	(\$87,440.00)
Explanation: Corrections made to reflect Unaudited Actuals SY 22/23			
13-5314-0-0000-3700-9791	5314	9791	\$87,440.00
Explanation: Corrections made to reflect Unaudited Actuals SY 22/23			

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (Warning) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).	<u>Passed</u>
EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	<u>Passed</u>
INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	<u>Passed</u>
INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.	<u>Passed</u>
INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.	<u>Passed</u>
INTRAFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<u>Passed</u>
INTRAFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<u>Passed</u>
INTRAFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<u>Passed</u>
LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<u>Passed</u>
LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).	<u>Passed</u>
NET-INV-CAP-ASSETS - (Warning) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.	<u>Passed</u>
OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund.	<u>Passed</u>
PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource.	<u>Passed</u>
REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<u>Passed</u>
RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	<u>Passed</u>
SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.	<u>Passed</u>
UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.	<u>Passed</u>
UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.	<u>Passed</u>

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (Informational) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (Fatal) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided. **Passed**

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (Warning) - All versions are current. **Passed**

Budget, July 1
Budget 2024-25
Technical Review Checks
Phase - All
Display - All Technical Checks

Biggs Unified

Butte County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	<u>Passed</u>
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>Passed</u>
CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.	<u>Passed</u>
CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699).	<u>Passed</u>

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

- INTRAFD-INDIRECT-FN - (Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function. Passed

- LCFF-TRANSFER - (Fatal)** - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. Passed

- LOTTERY-CONTRIB - (Fatal)** - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). Passed

- OBJ-POSITIVE - (Warning)** - All applicable objects should have a positive balance by resource, by fund. Passed

- PASS-THRU-REV=EXP - (Warning)** - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. Passed

- REV-POSITIVE - (Warning)** - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. Passed

- RS-NET-POSITION-ZERO - (Fatal)** - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. Passed

- SE-PASS-THRU-REVENUE - (Warning)** - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. Passed

- UNASSIGNED-NEGATIVE - (Fatal)** - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. Passed

- UNR-NET-POSITION-NEG - (Fatal)** - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. Passed

SUPPLEMENTAL CHECKS

- CB-BALANCE-ABOVE-MIN - (Warning)** - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). Passed

- CB-BUDGET-CERTIFY - (Fatal)** - In Form CB, the district checked the box relating to the required budget certifications. Passed

- CS-EXPLANATIONS - (Fatal)** - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. Passed

- CS-YES-NO - (Fatal)** - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. Passed

EXPORT VALIDATION CHECKS

- ADA-PROVIDE - (Fatal)** - Average Daily Attendance data (Form A) must be provided. Passed

- BUDGET-CERT-PROVIDE - (Fatal)** - Budget Certification (Form CB) must be provided. Passed

CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) Explanation: The district used separate cashflow worksheet.	<u>Exception</u>
CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	<u>Passed</u>
CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<u>Passed</u>
CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	<u>Passed</u>
CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CS) has been provided.	<u>Passed</u>
FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved.	<u>Passed</u>
MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	<u>Passed</u>
VERSION-CHECK - (Warning) - All versions are current.	<u>Passed</u>
WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided.	<u>Passed</u>

MOT & Food Services.

1. Transportation

- a. We are still patiently waiting for the delivery of a brand new bus. The last ETA we received was delivery in May. I have not heard anything new regarding the new bus and it has not yet arrived.
- b. We have completed the most recent 45, 90-day bus inspections.
- c. Now that summer is here, we will working on maintenance of our van fleet.
- d. We are awaiting a bid for bus camera. I have a follow up phone call scheduled for June 10th.

2. Grounds

- a. Our maintenance, transportation & grounds staff are continuing to work together to maintain the districts grounds. We are currently working on gophers, weed control and irrigation repairs.
- b. We are currently accepting applications for the Grounds/bus/custodial position.
- c. There is still a few fence and gate issues that need to be addressed at Richvale Elementary to complete that project. We are hoping to have the fence company complete things before the end of summer.
- d. The Richvale Elementary playground project has been completed and is ready for many years of use.

3. Maintenance

- a. The district's fiber optic re-cabling project is proceeding. One final cabinet that houses the switches that connect the server with the rest of high school needs to be installed. The cabinet in the computer lab at the high school will be a bit of a major project, due to the fact that all of the metal conduit has to be reworked and moved in order to accommodate the new cabinet and fiber optic. This portion of the project is scheduled to start on June 16th. BCOE has started the configuration of the new switches to the network, once completed the new fiber optic lines can be connected. The project should be completed before the end of the summer.
- b. Our maintenance staff has been focused on keeping up with all of the various minor repairs around the District.
- c. The Pool maintenance projects have been completed and the Pool is open for the summer.

4. Custodial

- a. The custodial staff is feverishly working on deep cleaning of all of the class rooms during this summer break.
- b. The custodians will be refinishing the gym floor at Biggs High School, The Gym will be closed and not available for use until June 14th.

5. Food service

- a. The food service department has started the summer meal program. We will have breakfast and lunch available for students and any community members age eighteen and under available for pick up Monday through Friday in the month of June and July.



**Fiscal Year 2024-25
Proposed Budget**



*Providing the Best Education Possible
300 B Street, Biggs CA, 95917*

June 12, 2024
Board Presentation

Information and Assumptions

2024-25 Proposed Budget:

Local Educational Agencies are required to adopt a budget prior to July 1st of each year in order to authorize the expenditure of funds. The proposed budget is an initial blueprint for revenues and expenditures since the preparation of the proposed budget occurs before the State has enacted the budget, and before actual expenditures are known for the current fiscal year. If material revisions are necessary, a revised budget will be presented not later than 45 days after the enacted State Budget.

Governor’s May Revised Budget Proposal “May Revision” was released on May 10, 2024, and additional information on May 14, 2024. The proposal includes a 1.07% Statutory Cost of Living Adjustment (COLA) to the Local Control Funding Formula (LCFF).

Enrollment and Average Daily Attendance

The District enrollment projects a total of 541. Any increases or decreases are based on CALPADS attendance data report which will be reflected in future reports when it becomes available.

School Year	Enrollment	Change	ADA	% ADA Factor
2018-19	624	0	0	0%
2019-20	605	(19)	563	93%
2020-21	565	(40)	565	100%
2021-22	574	9	536	93%
2022-23	532	(42)	492	93%
2023-24	543	11	517	95%
2024-25 *	541	(2)	513	95%
2025-26 *	550	9	523	95%
2026-27*	552	2	524	95%

**Projection*

Historical ADA Ratio - 94%

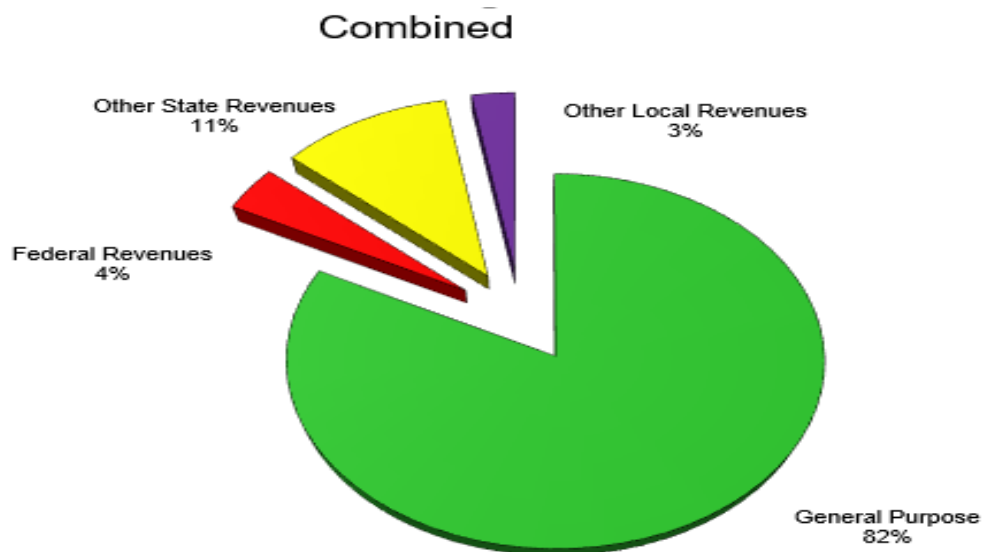
Enrollment by Grade Level

Grade	EA 23/24	OB 24/25*	SY25/26 *	SY26/27*
TK	9	15	14	14
K	37	40	40	40
1	42	40	42	40
2	32	40	40	42
3	40	39	40	40
4	42	40	39	40
5	42	42	40	39
6	46	43	42	40
7	35	43	43	42
8	42	35	43	43
9	52	42	35	43
10	38	52	42	35
11	32	38	52	42
12	47	32	38	52
TOTAL	536	541	550	552

** Projections*

Revenue Assumption Summary

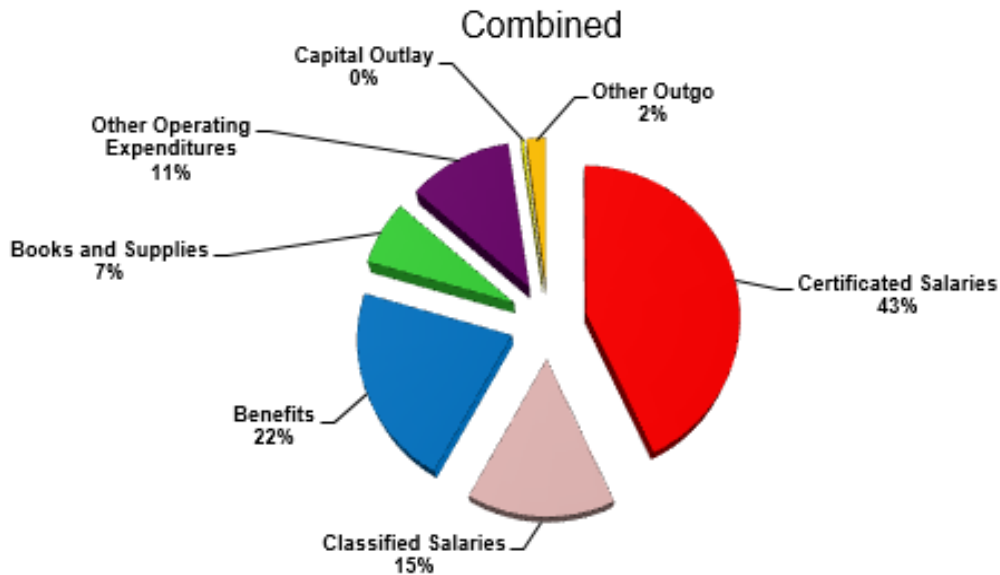
The major shift in Revenue Sources is the one-time funding. Adjustments have been made from Estimated Actuals 23/24 and the portion of the revenue moved to 24/25 based on the expenditure timeline. The LCFF, Federal, State, and Local Revenues have a total of \$9,401,697.00



Expenditure Assumption Summary:

The General Fund is used for the majority of the functions within the district. The largest part of expenditures are salaries and benefits approximately at 80%. The remaining 20% relates to the ongoing operational costs.

The illustrated data below represents the Proposed Budget Total Expenditures of \$9,847,914.00



General Fund Summary

The district’s 2024-25 General Fund projects a total operating deficit of \$446,217 resulting in an estimated ending fund balance of \$5,675,439 million. The components of the District’s fund balance are as follows: revolving cash & other nonspendables - \$15,684.47; restricted programs - \$841,415.53; commitments- \$1,565,571 assignments - \$405,928; economic uncertainty - \$787,833; unassigned - \$2,059,007. Illustrated below is a detailed description of the fund balance components.

Revolving Fund/Nonspendable	\$15,684
Restricted Programs	\$841,416
CalSTRS & CalPERS Pension Costs	\$138,139
School Facilities	\$1,427,432
Independent Study Audit Compliance	\$212,957
Curriculum Related Expenditures	\$192,971
Reserved for Economic Uncertainties	\$787,833
Unassigned	\$2,059,007
TOTAL ENDING FUND BALANCE	\$5,675,439

*Total Available Reserves \$ 2,984,979.00
 Total Available Reserve by Percent **30.31%**
 LEA Reserves Recommendation by the State - **17%**

Cash Flow Summary

The Cash Flow Summary Analysis reflects the district's projected ending cash balance of \$4,106,329 million for June 30, 2025. The district is anticipating having a positive monthly cash balance for all months of the 2024-25 school year.

Multi-Year Projections

Description	2024/25	2025/26	2026/27
LCFF Sources	7,381,723	7,784,975	7,991,294
Federal Revenues	521,317	426,144	425,821
State Revenues	1,094,555	1,259,273	1,195,547
Local Revenues	404,102	406,974	406,407
TOTAL	\$ 9,401,697	\$ 9,877,366	\$ 10,019,069
Salaries and Benefits	7,185,785	7,364,772	7,647,444
Books and Supplies	573,099	649,917	625,662
Service/ Operating Exp	1,332,543	1,350,929	1,347,703
Capital Outlay	30,000	200,000	
Other Outgo/Transfers	726,487	705,612	725,800
TOTAL	\$ 9,847,914	\$ 10,271,230	\$ 10,346,609
Net Increase (Decrease)	\$ (446,217)	\$ (393,864)	\$ (327,540)
Beginning Fund Balance	6,121,656	5,675,439	5,281,575
Ending Fund Balance	\$ 5,675,439	\$ 5,281,575	\$ 4,954,035

Future Risk and Planning

- Enrollment and ADA Uncertainty- future factors of declining enrollment
- Continues rising Special Education, operating costs, outside services, and aged school facilities.
- Fiscal Stabilization- The administration continuously and closely monitors 80% of the budget (employee salaries and benefits currently under one-time funding resources).

Conclusion

Despite the current year and multi-year projected deficit spending, the projections support that Biggs Unified School District will be able to meet its financial obligation for the current and two subsequent years. As the variables change through legislative action, and economic forecasts at the state or local level, the projections will be analyzed and adjusted as appropriate.

The administration is confident that the district will be able to maintain prudent operating reserves and have the necessary cash to ensure that the district remains fiscally solvent.

Thank you

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: June 12, 2024

Item Number: 13 A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Loretta Long, Admin. Assistant/HR Officer
Attachment: None
Item Type: Consent Agenda Action Report Work Session Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

<u>2024-2025 School Year</u>	<u>From:</u>	<u>To:</u>	<u>Action</u>	<u>New/Ongoing:</u>
1. (TK)	Gridley	Biggs	Accept	New
2. (8 th Grade)	Thermalito	Biggs	Accept	New
3. (Kindergarten)	Princeton	Biggs	Accept through 2029	Ongoing
4. (3 rd Grade)	Princeton	Biggs	Accept through 2029	Ongoing
5. (9 th Grade)	Biggs	Chico	Release	New
6. (6 th Grade)	Biggs	Durham	Release	New
7. (4 th Grade)	Biggs	Durham	Release	New
8. (5 th Grade)	Biggs	Gridley	Release	Ongoing
9. (3 rd Grade)	Biggs	Gridley	Release	Ongoing
10. (4 th Grade)	Biggs	Gridley	Release	Ongoing
11. (Kindergarten)	Biggs	Gridley	Release	New
12. (11 th Grade)	Biggs	Gridley	Release	Ongoing
13. (Kindergarten)	Biggs	Gridley	Release	Ongoing
14. (12 th Grade)	Biggs	Gridley	Release	Ongoing
15. (8 th Grade)	Biggs	Gridley	Release	Ongoing
16. (3 rd Grade)	Biggs	Gridley	Release	Ongoing
17. (5 th Grade)	Biggs	Manzanita	Release	New
18. (Kindergarten)	Biggs	Manzanita	Release	New
19. (6 th Grade)	Biggs	Manzanita	Release	Ongoing
20. (8 th Grade)	Biggs	Manzanita	Release	Ongoing
21. (4 th Grade)	Biggs	Manzanita	Release	Ongoing
22. (1 st Grade)	Biggs	Manzanita	Release	Ongoing
23. (TK)	Biggs	Manzanita	Release	New
24. (10 th Grade)	Biggs	Sutter	Deny Release	New
25. (4 th Grade)	Gridley	Biggs	Accept	Ongoing
26. (2 nd Grade)	Gridley	Biggs	Accept	Ongoing

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: June 12, 2024

Item Number: 13 B

Item Title: Approve AP Vendor Check Register and Purchase Order Listing

Presenter: Moneek Graves, Fiscal Assistant

Attachment: AP Vendor Check Register & Purchase Order Listing for
May 1, 2024 through May 31, 2024

Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

The AP Vendor Check Register and Purchase Order totals are as attached.

Fiscal Impact:

As indicated.

Recommendation:

Approve.

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-289366	25.00	Printed	01		AKAI FRAZIER (AKAI FRAZIE - Payee)
3005-289367	25.00	Printed	01		ANA CARDONA VERA (ANA CARDONA - Payee)
3005-289368	25.00	Printed	01		ZAINAB TAHIR (ZAINAB TAHI - Payee)
3005-289369	16.70	Printed	01		Jones, Rochelle (001125 - Emp)
3005-289370	155.50	Printed	01		Lewis, Kelly A (001320 - Emp)
3005-289371	173.69	Printed	01		Lee, Allen (001449 - Emp)
3005-289372	43.24	Printed	01		Mcdaniel, Monica (001477 - Emp)
3005-289373	559.60	Printed	01		A Z Bus Sales Inc (100057/4)
3005-289374	840.70	Cancelled	01	AP05072024	AMAZON (100697/1)
3005-289375	4,737.50	Printed	01		Bramcove d.b.a. LEAP (100820/1)
3005-289376	125.60	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-289377	27.28	Printed	01		CINTAS CORPORATION NO. 2 (100749/1)
3005-289378	6,623.47	Printed	13		DANIELSEN COMPANY (100182/1)
3005-289379	488.11	Printed	01		FLINN SCIENTIFIC INC (100223/1)
3005-289380	10,174.97	Printed	01		GAYNOR TELESYSTEMS (100233/1)
3005-289381	1,251.29	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-289382	581.54	Printed	01		Grad Awards LLC (100813/1)
3005-289383	2,243.50	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-289384	2,681.72	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-289385	683.67	Printed	01		JACKSONS GLASS CO (100277/1)
3005-289386	448.43	Printed	01		OFFICE DEPOT (100358/1)
3005-289387	2,732.81	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-289388	95.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-289389	333.76	Printed	01		HangSafe Hooks (100766/1)
3005-289390	137.76	Printed	01		THINK SOCIAL PUBLISHING, INC (100620/1)
3005-289391	5,503.91	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-289392	162.00	Printed	01		The Autism Helper, Inc. (100887/1)

40,896.75

Number of Items

27 Totals for Register 000484

2024 FUND-OBJ Expense Summary / Register 000484

01-4300	7,934.94
01-4400	10,174.97
01-5800	5,007.48

2024 FUND-OBJ Expense Summary / Register 000484 (continued)

01-5808	95.00	
01-5901	16.70	
01-9110*		23,229.09-
Totals for Fund 01	23,229.09	23,229.09-
13-4300	1,268.16	
13-4700	15,558.80	
13-9110*		16,826.96-
Totals for Fund 13	16,826.96	16,826.96-
Totals for Register 000484	40,056.05	40,056.05-

* denotes System Generated entry

Net Change to Cash 9110 40,056.05- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-289683	4,507.11	Printed	01		AMAZON (100697/1)
3005-289684	137.76	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-289685	263.07	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-289686	99.45	Printed	13		CA DEPT OF EDUCATION/FOOD DIST CASHIER'S OFFICE (100129/1)
3005-289687	15.34	Printed	01		CENTURYLINK COMMUNICATIONS (100153/1)
3005-289688	1,593.93	Printed	01		CITY OF BIGGS (100164/1)
3005-289689	625.00	Printed	01		E-Rate Advisors Inc. (100795/2)
3005-289690	174.61	Printed	01		Imagine Learning LLC (100892/1)
3005-289691	337.38	Printed	01		OFFICE DEPOT (100358/1)
3005-289692	477.38	Printed	01		PAYLESS BUILDING SUPPLY (100363/1)

8,231.03

Number of Items

10 Totals for Register 000485

2024 FUND-OBJ Expense Summary / Register 000485		
01-4300	5,759.55	
01-5502	1,593.93	
01-5606	137.76	
01-5805	625.00	
01-5900	15.34	
01-9110*		8,131.58-
Totals for Fund 01	8,131.58	8,131.58-
13-4700	99.45	
13-9110*		99.45-
Totals for Fund 13	99.45	99.45-
Totals for Register 000485	8,231.03	8,231.03-

* denotes System Generated entry

Net Change to Cash 9110

8,231.03- Credit

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Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-290580	25.00	Printed	01		BRIAN LEYVA (BRIAN LEYVA - Payee)
3005-290581	25.00	Printed	01		JESSIE AVRAM (JESSIE AVRA - Payee)
3005-290582	167.85	Printed	01		Morch, Casey Y (001100 - Emp)
3005-290583	91.00	Printed	01		Long, Loretta L (001404 - Emp)
3005-290584	112.30	Printed	01		McPeters, Tracey (001462 - Emp)
3005-290585	168.92	Printed	01		Landers, Beverly (001468 - Emp)
3005-290586	31.83	Printed	01		AMAZON (100697/1)
3005-290587	1,453.16	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-290588	1,854.97	Printed	01		AT&T (100086/1)
3005-290589	137.02	Printed	01		BOOKPAL (100104/1)
3005-290590	1,275.77	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-290591	32.00	Printed	01		CA STATE DEPT OF JUSTICE ACCOUNTING OFFICE (100132/1)
3005-290592	461.27	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-290593	5,166.45	Printed	01		CITY OF BIGGS (100164/1)
3005-290594	8,394.55	Printed	13		DANIELSEN COMPANY (100182/1)
3005-290595	1,538.00	Printed	01		DOCUMENT TRACKING SERVICES (100196/1)
3005-290596	2,852.47	Printed	01		GRAINGER INC (100240/1)
3005-290597	1,558.00	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-290598	3,372.14	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-290599	150.00	Printed	01		JACKSONS GLASS CO (100277/1)
3005-290600	8,027.94	Printed	01		Lakeview Petroleum Co. (100304/3)
3005-290601	275.21	Printed	01		LES SCHWAB (100308/1)
3005-290602	33.97	Printed	01		MACS MARKET (100318/1)
3005-290603	210.00	Printed	01		North State Water System (100827/1)
3005-290604	545.68	Printed	01		OFFICE DEPOT (100358/1)
3005-290605	97.91	Printed	01		Pitney Bowes Inc (100371/2)
3005-290606	1,877.55	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-290607	1,309.07	Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-290608	8,910.00	Printed	01		RT Dennis Accountancy (100868/1)
3005-290609	4,944.05	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-290610	468.84	Printed	01		TPX COMMUNICATIONS (100764/1)
3005-290611	1,566.69	Printed	01		U S BANK OFFICE EQUIP FINANCE SERVICES (100458/1)
3005-290612	825.22	Printed	01		Wilson Language Training Corp (100786/1)

Number	Amount Status	Fund	Cancel Register Id	Payee
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57,959.83 Number of Items 33 Totals for Register 000486

2024 FUND-OBJ Expense Summary / Register 000486

01-4200	137.02	
01-4300	11,389.70	
01-4303	8,027.94	
01-5502	5,166.45	
01-5504	1,309.07	
01-5606	1,566.69	
01-5800	2,323.00	
01-5804	8,910.00	
01-5807	32.00	
01-5900	2,323.81	
01-9110*		41,185.68-
Totals for Fund 01	41,185.68	41,185.68-
13-4300	619.96	
13-4700	16,154.19	
13-9110*		16,774.15-
Totals for Fund 13	16,774.15	16,774.15-
Totals for Register 000486	57,959.83	57,959.83-

* denotes System Generated entry

Net Change to Cash 9110 57,959.83- Credit

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-291984	30.00	Printed	01		BREE ROSALES (BREE ROSALE - Payee)
3005-291985	30.00	Printed	01		Elizabeth Terpening (Elizabeth T - Payee)
3005-291986	2,469.00	Printed	01		GRIDLEY UNIFIED SCHOOL DISTRICT (GRIDLEY UNI - Payee)
3005-291987	153.99	Printed	01		Landers, Beverly (001468 - Emp)
3005-291988	70.00	Printed	01		Topete, Marisol (001484 - Emp)
3005-291989	775.01	Printed	01		ALHAMBRA SIERRA SPRINGS (100070/1)
3005-291990	388.69	Printed	01		AMAZON (100697/1)
3005-291991	69.44	Printed	01		PACIFIC STORAGE COMPANY AMERICAN MOBILE SHREDDING (100075/1)
3005-291992	40.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-291993	99.24	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-291994	153.88	Printed	01		CINTAS CORPORATION NO. 2 (100749/1)
3005-291995	3,354.56	Printed	13		DANIELSEN COMPANY (100182/1)
3005-291996	39.00	Printed	01		FGL ENVIRONMENTAL (100221/1)
3005-291997	1,081.81	Printed	01		GOLD COUNTRY BANK CARD SERVICE CENTER (100235/1)
3005-291998	1,513.50	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-291999	60.52	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-292000	2,035.00	Printed	25		JACK SCHREDER & ASSOCIATES INC (100276/1)
3005-292001	218.01	Printed	01		Lakeview Petroleum Co. (100304/3)
3005-292002	27.53	Printed	01		MACS MARKET (100318/1)
3005-292003	907.26	Printed	01		MJB SALES & SERVICE (100336/1)
3005-292004	779.06	Printed	01		OFFICE DEPOT (100358/1)
3005-292005	2,825.56	Printed	01		PG&E (100369/1)
3005-292006	1,840.64	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-292007	110.00	Printed	01		RIGHT WAY PEST CONTROL (100393/1)
3005-292008	1,050.00	Printed	01		SUPERIOR REGION FFA (100441/1)
3005-292009	57.92	Printed	01		Twin City Trophies (100893/1)

20,179.62

Number of Items

26 Totals for Register 000487

2024 FUND-OBJ Expense Summary / Register 000487

01-4200	502.63
01-4300	3,029.48
01-4303	218.01
01-5200	1,227.79

2024 FUND-OBJ Expense Summary / Register 000487 (continued)

01-5503	2,825.56	
01-5606	40.00	
01-5800	883.45	
01-5807	130.00	
01-5808	110.00	
01-9110*		11,435.92-
01-9500	2,469.00	
Totals for Fund 01	11,435.92	11,435.92-
13-4700	6,708.70	
13-9110*		6,708.70-
Totals for Fund 13	6,708.70	6,708.70-
25-5800	2,035.00	
25-9110*		2,035.00-
Totals for Fund 25	2,035.00	2,035.00-
Totals for Register 000487	20,179.62	20,179.62-

* denotes System Generated entry

Net Change to Cash 9110 20,179.62- Credit

2024 FUND-OBJ Expense Summary / Register 000487 (continued)

127,267.23

Number of Items

96 Totals for Org 006 - Biggs Unified School District

Biggs Unified School District

Field Trip Request Approval Form

Proposed Activity: FFA OFFICERS Summer RETREAT

Date of Request: 4-27-24 School: BAS

Date of Field Trip: July 28-29-30-24

A complete itinerary of the trip including a breakdown of activities by hours, housing arrangements(s) including phone number(s) and address(es), and an explanation of the educational purpose(s) of this trip must be included with this request. The Field trip request form must be received by the principal **30 days** prior to the trip. All out-of-state and overnight trips need Biggs Unified Board of Trustees approval. Out-of-state and overnight trips must be submitted one week prior to a regular Board meeting.

Name of Staff Member/Position Making the Request: Boyes

Class, Grade or Organization Making the Request: FFA

Destination: HAT Creek CAMP ground

Number of Students Involved in this Activity: 6 Cost Per Student: 0

Funding Source: FFA Cost to District: _____

Was Trip Budgeted: yes no

Adult Chaperones (including teachers): Boyes

**Attach a list of all Adult Chaperones: Include name and cell telephone number
(Reminder: All chaperones need fingerprint clearance before chaperoning a trip.)**


Purpose and relationship of trip to class activities: PLAN NEXT YEARS

FFA CALENDAR

Educational Standard(s) to be realized through trip: _____

FFA - LEADER SKILL

Signature of Staff Member Making the Request:

X 

Cafeteria Information:

Will student miss scheduled lunch at school site: YES NO

Sack lunches needed: YES NO Number needed _____

*If trip is approved you will need to contact cafeteria director.

Travel Information

All Means of Transportation (check all that apply):

- Personal Car(s)
- Rental Vehicle(s)
- Charter Bus
- Air
- Bus(es)* Number 1
- VAN

(School approval of this form signifies that proper car insurance documents are on file with the school.)

*If trip is approved you will need to schedule a bus.

Itinerary

Departure: Biggs HS 10 AM 7-28-24 Return: Biggs 7-30 - 7

Date: 7-28-24 Time: 10 AM Date: 10-30 Time: 3 PM

Departure Location: Biggs HS Return Location: Biggs HS

A current roster of students must be submitted to the site office on the day of the trip prior to leaving the school.

Approved Denied

Doug Kae
Principal's Signature

Approved Denied

Doug Kae
Superintendent or Designee Signature

Once the trip is approved, a copy of the completed, signed form must be sent to the cafeteria director and bus dispatcher, at least two weeks prior to the trip or with Superintendent Approval.

Board Approval Date: _____
(For overnight/Out-of-State)

Biggs Unified School District

WORKPLACE VIOLENCE PREVENTION PROGRAM

Our establishment's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by Labor Code (LC) section 6401.9.

Effective Date: July 1, 2024

Review Dates: 3/28/24 and 6/1/24

Approval Date: 6/12/24

DEFINITIONS

Serious injury or illness - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

Threat of violence - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

Workplace violence - Any act of violence or threat of violence that occurs in a place of employment.

Workplace violence includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

Type 1 violence - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence - Workplace violence directed at employees by customers, students, or visitors.

Type 3 violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.

Work practice controls - Procedures and rules which are used to effectively reduce workplace violence hazards.

RESPONSIBILITY

The WVPP administrator, Doug Kaelin -Superintendent, has the authority and responsibility for implementing the provisions of this plan for Biggs Unified School District. All managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

EMPLOYEE ACTIVE INVOLVEMENT

Biggs Unified School District ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan:

- Management will work in consultation with staff, law enforcement, and security experts to:
 - Identifying, evaluating, and determining corrective measures to prevent workplace violence.
 - Designing and implementing training.
 - Reporting and investigating workplace violence incidents.
- Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules fairly and uniformly.
- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.
- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees, supervisors, and managers in the provisions of Biggs Unified School District Workplace Violence Prevention Plan (WVPP)
- Provide retraining to employees whose safety performance is deficient with the WVPP.

COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our management team, staff, and other employees, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Annual workplace violence prevention training program.
- Safety meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.

WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

Biggs Unified School District establishes the following confidential, accessible reporting system for violence or threats:

- All threats or acts of workplace violence are reported to an employee's supervisor, who will inform the WVPP administrator. If that's not possible, employees will report incidents directly to the WVPP administrator.

Employees can report incidents anonymously through an online reporting tool. This online reporting tool can be accessed through the district website or going directly to the <https://appweb.stopitsolutions.com/directory>

- Assurance against retaliation for individuals reporting concerns.

EMERGENCY RESPONSE PROCEDURES

Biggs Unified School District has in place the following specific measures to handle actual or potential workplace violence emergencies:

- Active immediate measures to secure the safety of all individuals involved.

- Provide necessary medical and psychological support to affected persons.
- Initiate a thorough investigation and determine necessary corrective actions.
- Communicate with the school community as appropriate, respecting the privacy and confidentiality of those involved.

WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by Biggs Unified School District to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.
- Review all submitted/reported concerns of potential hazards.

WORKPLACE VIOLENCE HAZARD CORRECTION

Workplace violence hazards will be evaluated and corrected in a timely manner. Biggs Unified School District will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s), all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition.
- All corrective actions taken will be documented and dated on the appropriate forms.
- Corrective measures for workplace violence hazards will be specific to a given work area.

PROCEDURES FOR POST INCIDENT RESPONSE AND INVESTIGATION

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Initiate a thorough investigation and determine necessary corrective actions.
- Review involved parties, such as employees, witnesses, and law enforcement.
- Examine the workplace for security risk factors associated with the incident.
- Record the findings and ensuring corrective actions are taken.
- The violent incident log will be used for every workplace violence incident
- Reviewing all previous incidents.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information which would reveal identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, will have training and instruction on workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

EMPLOYEE ACCESS TO THE WRITTEN WVPP

Biggs Unified School District ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by having the WVPP on the district website at <https://www.biggs.org> under district plans.

RECORDKEEPING

Biggs Unified School District will:

- Create and maintain records of workplace violence hazard identification, evaluation, correction, investigation, and incident logs for a minimum of five (5) years. The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- Create and maintain training records for a minimum of one (1) year and include the following:

EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.
- Violent incident logs.

REVIEW AND REVISION OF THE WVPP

The Biggs Unified School District WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the EMPLOYEE ACTIVE INVOLVEMENT section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan's effectiveness:

- Review of Biggs Unified School District's WVPP should include, but is not limited to:
 - Review of incident investigations and the violent incident log.
 - Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.

EMPLOYER REPORTING RESPONSIBILITIES

As required by California Code of Regulations (CCR), Title 8, Section 342(a). Reporting Work-Connected Fatalities and Serious Injuries, Biggs Unified School District will immediately report to Cal/OSHA any serious injury or illness (as defined by CCR, Title 8, Section 330(h)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

BIGGS UNIFIED SCHOOL DISTRICT

June 12, 2024

Item Number: 14 C

Item Title: Approve Education Protection Account (EPA) Expenses

Presenter: Analyn Dyer-CBO

Attachments: Proposed Budget SY2024-25 Estimated Revenue and Expenditures

Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education and community college districts are required to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs. There is also a requirement that districts must annually post on its website an accounting of how much money was received from EPA and how that money was spent.

Fiscal Impact:

The EPA revenue estimated for Biggs Unified School District for SY 2024/25 is \$1,335,141. These funds will be used to pay for teacher salaries and benefits.

Recommendation:

The administration recommends the board approve the EPA estimate of revenue and how the revenue will be spent.

Model OB25-03 OB 2024-25 **Fiscal Year 2024/25**

Fund 01 GeneralFund

Revenue	Description	Amount	Percentage of Sources
8000	Revenue	1,335,141	100.00%
Total Revenue		1,335,141	100.00%

Expenditure	Description	Amount	Percentage of Sources
1000 Certificated Salaries			
1100	CertificatedTeachersSalaries	1,058,755	79.30%
Total 1000		1,058,755	79.30%

3000 Benefits			
3100		152,334	11.41%
3300		10,982	.82%
3400		94,109	7.05%
3500		378	.03%
3600		18,583	1.39%
Total 3000		276,386	20.70%
Total Expenditure		1,335,141	100.00%

Starting Balance	0
+ Revenues	1,335,141
- Expenditures	1,335,141
- Budgeted Reserves & Fund Bal	0
= Unappropriated Balance	0

Starting Balance	0
+ Total Revenues	1,335,141
= Total Sources	1,335,141

Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Salaries	1,058,755	79.30%
2000			%
3000	Benefits	276,386	20.70%
4000			%
5000			%
6000			%
7000			%
- Total Expenditures		1,335,141	100.00%
- Total Budgeted Reserves and Fund Balance		0	.00%
= Unappropriated Balance		0	.00%

Curriculum Associates®

Prepared For:

Bev Landers
Biggs USD
300 B St,
Biggs, CA 95917

3/25/2024

Dear Bev Landers,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2024-2025 Quote ID: 355150.2 Quote Valid through: 12/31/2024

Product	Net Price
i-Ready	\$22,584.50
Professional Learning	\$2,200.00
Shipping/Tax/Other:	\$0.00
Total:	\$24,784.50

Thank you again for your interest in Curriculum Associates.

Sincerely

Kali LaPrade

klaprade@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 355150.2 Date: 3/25/2024 Quote Valid through: 12/31/2024

Prepared For:

Bev Landers
 Biggs USD
 300 B St,
 Biggs, CA 95917
 blanders@biggs.org
 (530) 868-1281 x8230/8231

Your Representative:

Kali LaPrade
 klaprade@cainc.com

Biggs ES 300 B St, Biggs, CA 95917

Total Building Enrollment: 333, Grade Range: K - 8

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	Multiple	15003.0	1	\$20,050.00	\$20,050.00
				Subtotal:	\$20,050.00
				Shipping:	\$0.00
				Tax:	\$0.00
				School Subtotal:	\$20,050.00

Richvale ES 5236 Church St, Richvale, CA 95974

Total Building Enrollment: 42, Grade Range: 1 - 6

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year	Multiple	13087.0	37	\$34.25	\$1,267.25
i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year	Multiple	13089.0	37	\$34.25	\$1,267.25
				Subtotal:	\$2,534.50
				Shipping:	\$0.00
				Tax:	\$0.00
				School Subtotal:	\$2,534.50

Biggs USD 300 B St, Biggs, CA 95917

Total Building Enrollment: 375, Grade Range: K - 12

Product Name	Grade	Item #	Qty	Net Price	Total
Professional Learning Session (up to 6 hours) AY 24-25	Multiple	38557.0	1	\$2,200.00	\$2,200.00
				Subtotal:	\$2,200.00
				Shipping:	\$0.00
				Tax:	\$0.00
				School Subtotal:	\$2,200.00

Total		
	Merchandise Total:	\$24,784.50
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$0.00
	Total:	\$24,784.50

Special Notes

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y3

Curriculum Associates®

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery \$50/shipment location
- White Glove Delivery Service \$350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$100/shipment location
- Freight Storage \$150/day/shipment location
- Freight Carrier Redelivery \$100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

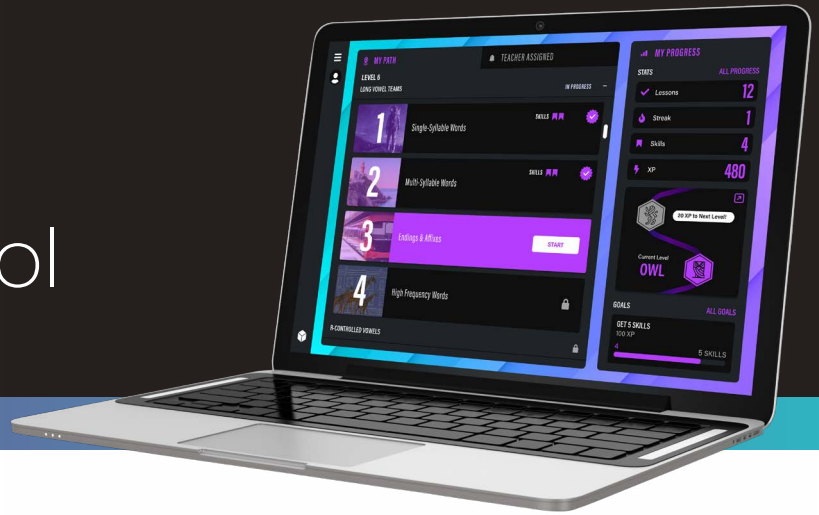
Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

INTRODUCING

i-Ready Pro for Middle School



i-Ready Pro will offer a reimagined experience with enhancements that are meticulously crafted to address the diverse range of student needs in today's secondary classrooms.

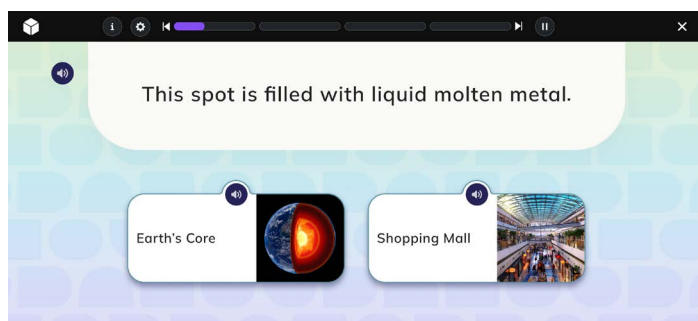


Learn about the Evolution and Explore Key Resources

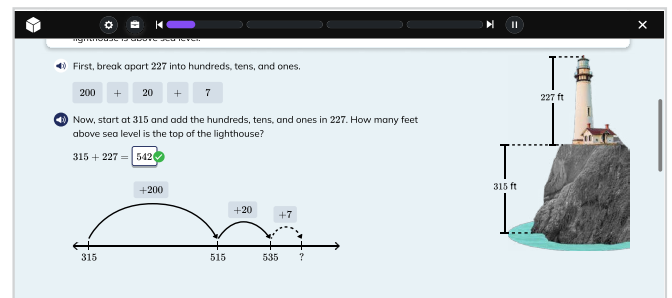
i-Ready.com/Pro

Coming for 2024-2025: Early Access to *i-Ready Pro* for Striving Learners

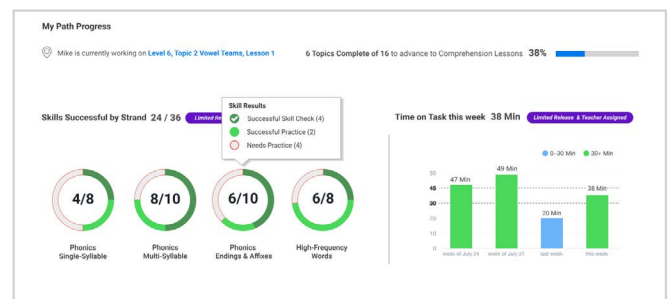
New lessons for students who need support with foundational skills in reading and core numeracy skills in mathematics that offer skill-level reporting for educators.



Fuel motivation and learning with a **reimagined student experience** that offers a more mature design and sleeker aesthetic.



Elevate students to grade level with **streamlined lesson pathways** that are adaptive and offer student autonomy.



Gain deeper insight into skills development with **new Personalized Instruction reporting.**



Strengthen Your Implementation Today

Middle schools are distinct with varying schedules and unique needs for engaging students. To get the most out of your *i-Ready* usage in middle school, use our resources to:

- **Set** and share your vision for *i-Ready*
- **Establish** structures and schedules that work
- **Empower** teachers and students to engage with *i-Ready*

Engaging Your School Community Planning Worksheet

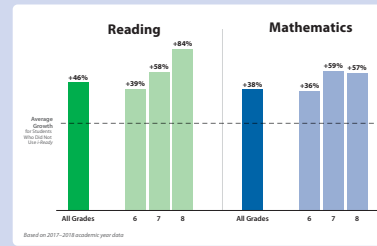
Use this worksheet to plan for engaging stakeholders throughout the year.

For small templates, Family Letters, and sample communications to help create your key messages, visit i-ReadyCentral.com/Communications.

Key Messages	What Should I Include in My Message?	How and to Whom Will This Be Communicated?
Before the School Year Begins	<ul style="list-style-type: none"> Communicate the Why: Purpose and Rationale Communicate the What: Growth and Proficiency Goals 	
Before Each Diagnostic	<ul style="list-style-type: none"> Communicate the What: Growth and Proficiency Goals Key Update: Getting Good Diagnostic Data 	
After Each Diagnostic	<ul style="list-style-type: none"> Communicate the What: Growth and Proficiency Goals Key Update: Monitoring and Responding to Personalized Instruction Communicate and Celebrate Progress toward Goals 	
At Least Once a Month		

Score Gains from *i-Ready*

Research based on data from nearly one million students who took the *i-Ready Diagnostic* found that **students who received *i-Ready Personalized Instruction* experienced greater gains** than students who did not receive *i-Ready Personalized Instruction* across all grades and subjects.



Tips & Tools for Engaging Middle School Students in Data Chats

For Teachers

- Make Data Chats Fun**
Make data chats special, extraordinary, and fun by offsetting what you usually do in class. Allow students to sit where they choose, give permission to eat snacks, or have a themed party for your data chats days. **Choose songs** and take pictures, too!
- Engage in Friendly Competition**
Have friendly competitions **between your classes or with another teacher** to support students in their goals and action steps. This will help students realize that the goals they set with you during data chats affect class goals, too.
- Have Whole Class or Small Group Data Chats**
Instead of meeting with each student individually before, after, and in between Diagnostics, turn some of those meetings into 15-minute whole class or small group data chats. Provide Data Chat Worksheets to each student, and give access to the data you want students to review. Then use sample data when discussing with the class, and have students reflect on their own data using questions and prompts of your choice.
- Dedicate Time Each Week to Meet with a Few Students**
Dedicate 15 minutes each week for personalized data chats. Have a sign-up sheet for students seeking more support, and reserve a few spots for students you note who may benefit from more individualized support.
- Have Students Lead Data Chats**
When you engage with students during a data chat, let them start the conversation. This will empower them to take even more ownership over their learning, knowing that they are the ones sharing their own data with you. If they have trouble starting the conversation, start with a question like, "What do you notice?" to get them talking.
Help students lead the data chats by:
 - Empowering them to dig into their own data and talking to them about it in a clear and honest way
 - Talking to them about their hopes for long-term growth and helping them create short-term, achievable goals to get there
 - Providing big-picture context for students about how *i-Ready Assessment* data connects with other data

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Hear from Educators on What Is Working for Them

"It comes from leadership. If the principal believes in every teacher . . . they believe in every student. They believe that everyone has a place and can make a difference."

—**CAROLEE ROMANO**, Middle School Math Specialist, Spotsylvania County Public Schools, VA

" . . . [We] give out tickets every time a student passes a lesson. They can put their tickets into a bucket for a drawing at the end of the month."

—**COURTNEY LINKER**, Grade 6 Teacher, Melba Jr./Sr. High School, ID

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of [CLICK TO ENTER DATE OF AGREEMENT](#) by and between the **Butte County Office of Education** ("BCOE") and **Biggs Unified School District** ("AGENCY"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose.** The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services").
2. **Term.** Services shall commence on July 1, 2024 and will continue until June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Payment.** Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.
4. **Termination.** Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Additional Services.** In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.
6. **Indemnification.** The AGENCY agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the AGENCY's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the AGENCY shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The AGENCY shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

The BCOE agrees to indemnify, defend, and hold harmless AGENCY, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on AGENCY arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of AGENCY, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless AGENCY under this Agreement, the BCOE shall reimburse AGENCY for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek AGENCY approval of any settlement that could adversely affect the AGENCY, its officers, agents or employees.
7. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

8. **Anti-Discrimination.** It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Program Region agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.
9. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
10. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:

Butte County Office of Education
 Attn: Julie Jarrett
 1859 Bird Street
 Oroville, CA 95965
 Email: jjarrett@bcoe.org

If to AGENCY:

Biggs Unified School District
 Attn: Doug Kaelin - Superintendent
 300 B Street
 Biggs, CA 95917
 Email: dkaelin@biggs.org

Any notice personally given or sent by email transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.
13. **Arbitration.** The Parties agree that should any controversy or claim arise out of or relating to this Agreement they will first seek to resolve the matter informally for a reasonable period of time not to exceed forty-five (45) days. If the dispute remains, it shall be subject to mediation with a mediator agreed to by both parties and paid for by both parties, absent an agreement otherwise. If after mediation there is no resolution of the dispute, the parties agree to resolve the dispute by binding arbitration administered by the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules, and judgment on an arbitrator's award may be entered in any court having jurisdiction thereof.
 - a. The Parties shall select one arbitrator pursuant to the AAA's Commercial Arbitration Rules.

- b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.
 - c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.
14. **COVID-19 Acknowledgement.** AGENCY recognizes and understands that guidance on how to protect oneself from the COVID-19 virus and how to avoid spreading the virus to others, is available at <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and through federal, local, and state recommendations and/or regulations. AGENCY understands that this guidance can change, and that AGENCY has a responsibility to stay abreast of the changing information found on these COVID-19 guidance resources. AGENCY is encouraged to follow their district's protocols and have enough school-appropriate cleaning supplies to continuously disinfect the equipment in accordance with California Department of Public Health (CDPH) guidance.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
19. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that

party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

- 21. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
- 22. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 23. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

BCOE:

AGENCY:

Dated: _____

Dated: _____

BUTTE COUNTY OFFICE OF EDUCATION

BIGGS UNIFIED SCHOOL DISTRICT

Signed By: _____

Signed By: _____

Print Name: Mary Sakuma

Print Name: Doug Kaelin

Title: Superintendent

Title: Superintendent

Exhibit "A" **Scope of Services**

The BCOE Expanded Learning Program is dedicated to supporting the districts and school sites where we currently provide after school program services through the After School Education and Safety Program (ASES) to expand existing programs to serve more students.

It is the intent that all local educational agencies offer all pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities.

Expanded Learning programs shall include all of the following: On schooldays, in-person after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time. In addition, for at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person Expanded Learning opportunities per day (summer enrichment).

Menu of Contract Services:

Site based Expanded Learning Programs will be provided each day that school is in session from the time the final school bells rings until 6:00 p.m.

Costs for Expanding Existing ASES Program

__1__ QTY \$43,340 (does not include summer programming)
Baseline Classroom (Grades 1 – 6)
1 to 20 Staff to Student Ratio
Classified Staff

__1__ QTY \$43,340 (does not include summer programming)
Baseline Classroom (TK-K)
1 to 10 Staff to Student Ratio
Classified Staff

Costs includes: Staffing, Administrative Costs, Enrollment/Attendance Tracking Software, Curriculum/Resource Purchases, Program Plan Template and Other Related Expenses

Additional contract features may include bringing in outside entities to provide specific enrichment activities such as dance, art (cartooning, water colors, drama, etc), karate, music, etc. Costs for these services will be determined on a case by case basis upon request of the LEA.

Intersessional and/or Summer Enrichment Programs

Contract services below are for 30 non-schooldays, during intersessional periods and/or summer, no less than nine hours of in-person expanded learning opportunities per day. Please note that current ASES Summer Enrichment funding will be deducted from total contract cost.

Contract costs for districts partnering to provide summer school in the mornings (8:00 a.m. to 12 noon) and the BCOE Expanded Learning Program providing enrichment activities in the afternoons (12 noon to 5:00 p.m.) for a total of 30 days.

__3__ QTY \$11,462 (12 noon to 5:00 p.m.)
Baseline Classroom (Grades 1-6)
1 to 20 Staff to Student Ratio
Classified Staff

__1__ QTY \$11,462 (12 noon to 5:00 p.m.)
Baseline Classroom (Grades TK-K)
1 to 10 Staff to Student Ratio
Classified Staff

Additional contract features may include bringing in outside entities to provide specific enrichment activities such as dance, art specialties, karate, music, etc. Costs for these services will be determined on a case by case basis.

Additional costs are highlighted in Exhibit B (fee-for-services section).

District Responsibilities:

1. Snack/supper administration during the instructional school year. Breakfast, lunch and snack during summer enrichment
2. Sufficient space (classrooms, cafeteria, gym, etc.) to provide a safe and engaging program (one classroom/location for every 20 students being served)
3. Custodial services
4. Programming for students with special needs
5. LEA will notify BCOE ELO-P Audit and Compliance staff of pending LEA annual audit and deadlines immediately upon notification from auditor.
6. Provision of a school nurse or health aid, during the 30 non-school days, during intersessional periods and/or summer

Additional Contract Provisions:

1. BCOE will maintain ownership of curricula and technological devices procured with district funds to provide aforementioned services. Items purchased with district funds will be used solely in that district and inventoried to meet audit and compliance guidelines.
2. The district will hold BCOE harmless for unforeseen issues (COVID, nation-wide staffing shortage, etc.) that prevent the successful implementation, and ongoing provision of all Expanded Learning legislative, audit, and compliance requirements.

Exhibit "B"
Fee for Services

2024 – 2025 Fiscal/School Year:

Service Type	Cost	Qty	\$ Total
After School Expansion (Classified) Grades 1 – 6/1 to 20 ratio	\$43,340	1	\$ 43,340
After School Expansion (Classified) Grades TK – K/1 to 10 ratio	\$43,340	1	\$ 43,340
Summer Enrichment (12 Noon – 5:00 p.m.) Grades 1 – 6/Classified/1 to 20 ratio	\$11,462	3	\$ 34,386
Summer Enrichment (12 Noon – 5:00 p.m.) Grades TK – K/Classified/1 to 10 ratio	\$11,462	1	\$ 11,462
Annual ELO-P Staff Support Fee (per site) (No charge for Richvale)	\$10,819	1	\$ 10,819
ASES Summer Program Rebate (\$8,300/site) (Biggs and Richvale)	\$ 8,300	2	\$ -16,600
Total Contract Amount:			\$126,747

With District approval, contract totals can be adjusted should additional students wish to participate in the program. BCOE will conduct a budget review in February to determine if a contract budget revision is necessary and to revise future invoicing should BCOE determine it will not utilize all proposed contract dollars.

District payment structure will replicate that of the California Department of Education’s After School Education and Safety Program (ASES):

Percentage of Total Contract Amount Due to BCOE Fiscal Department:

- 65% Due within 30 days of signed contract.
- 25% Due on or before February 1st of contract year.
- 10% Due on or before June 1st of contract year.

Current After School Education and Safety Program (ASES) Funding in the Biggs Unified School District:

ASES provides after school funding to serve:

- 111 - Students Per Day from Biggs Elementary/Middle
- 19 - Students Per Day from Richvale

Expanded Learning Opportunities Program Plan

Local Educational Agency (LEA) Name: Biggs Unified School District

Contact Name: Superintendent Doug Kaelin

Contact Email: dkaelin@biggs.org

Contact Phone: 530-868-1281

List of school sites that the LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Biggs Elementary
2. Richvale Elementary

Please note that this LEA is part of the Butte County Office of Education (BCOE) Expanded Learning Collaborative. To create a single, comprehensive program, you will note that this program plan, very closely resembles the BCOE ASES program plan. LEAs have been given the opportunity to fine-tune each question with details unique to their program, while still embracing the ongoing efforts of the BCOE ASES/ELO-P collaborative.

Instructions: Use the following worksheet to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Site Name	Sub-Groups	%
Biggs Elementary	Socioeconomically Disadvantaged	65.5
	English Language Learners	22.4
	Students Experiencing Homelessness	1.5
	Foster Youth	.9
Richvale Elementary	Socioeconomically Disadvantaged	32.4
	English Language Learners	8.0
	Students Experiencing Homelessness	.8
	Foster Youth	.7

State average for Foster Youth: .5%

State average for Students Experiencing Homelessness: 3.2%

Butte County Office of Education Expanded Learning Program

“Empowering young people to create a better tomorrow through creativity and problem solving”

Who are we?

The BCOE Expanded Learning Program serves students at 25 school sites throughout Butte County. We serve 14 elementary school sites, 5 middle/junior school sites and 6 TK-8 sites. All services are delivered directly to students on their respective school sites. We do not operate any off-site programs. Two of our school sites were designated Frontier; unfortunately, both are fire recovery sites that had to relocate to other campus locations during site re-build and renovation. This resulted in both sites losing their Frontier status. Thankfully, it was decided that these sites would receive an additional three years of funding. Our third site is a Camp Fire Recovery Site and thus receives transportation funding to promote ongoing equity and access. Each site receives \$15,000 (Berry Creek – Bear/North Complex Fire, Concow – Camp Fire, and Cedarwood – Camp Fire).

All program sites operate from the regular school day release time until at least 6:00 p.m. Sites are open for operation for a minimum of three hours each day that school is in session. On minimum days, students are served from the minimum school day release time until 6:00 p.m. Program is closed when school is not in session.

All sites engage in the Continuous Quality Improvement (CQI) process. Site Coordinators with support from their Area Coordinators track program improvement through CQI goal setting, action step documentation, and evidence collection.

Butte County is currently in post-fire recovery. After several years of devastating wildfires, Butte County is focused on recovery efforts which include structure debris removal, structure construction and repopulation of areas hardest hit.

Prior to the fires, Butte County had the highest ACEs scores in California. The raging forest fires only made a bad situation, worse. Many of our students, parents and staff are traumatized. Many are currently experiencing PTSD and older students are seeking detrimental means to numb the pain (alcohol, drugs, cutting, etc.). Unfortunately, we have also experienced an increase in youth suicide.

Butte County is resilient and will do everything within our power to remain positive. We are rebuilding the many communities that we lost with unending support, hope, positivity and love.

Please note that this program plan was collaboratively designed to exemplify what our entire program looks like and/or strives to be. Remember that each site is unique and our staff design a program to meet the needs of the students, families and school site staff at their respective sites.

Expanded Learning Opportunities Program

1–Safe and Supportive Environment:

- **If the program will be located off campus, describe how students will travel safely to and from the program site.**

All of our after school and summer programs are located on school campus sites.

Richvale Elementary students are transported to the Biggs Elementary campus.

- **Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.**

All after school program staff are required to wear identifying articles of clothing (t-shirt, sweatshirt or apron) or a BCOE photo ID badge while on campus.

All managers and staff engaged in youth recreation are required to have current first aid and CPR certificates. In addition, BCOE makes these trainings available to any interested staff person at no cost.

All sites partner with the regular day to assure continuity between the school day and after school program. To the best of our ability, we follow the regular school-day rules, policies and procedures. In addition, we have established our own Emergency Preparedness Guide that includes emergency protocols unique to after school as well as special inserts pertaining to natural disasters – Emergency Flood and Wildfire Protocols. Each red Emergency Preparedness Guide contains an emergency drill log that is audit checked quarterly by Area Coordinators for compliance.

Our Parent and Student Handbook clearly defines our approach to discipline. Students are aware that there are consequences for lack of judgement and disruptive and or unsafe behavior. Staff assure that students understand the “why”. Why am I being disciplined, what could I have done differently, and what can I do in the future to avoid this type of situation.

Annually, after school program staff are mandated to complete a vast list of trainings covering the following key safety areas:

- Integrated Pest Management
- Youth Suicide Awareness, Prevention and Postvention
- Mandated Reporter: Child Abuse and Neglect
- Sexual Harassment Policy and Prevention
- Blood Borne Pathogen Exposure and Prevention
- Cyber Security Awareness
- FEMA Emergency Preparedness

In addition, staff participate in site-based trainings coordinated through their partner districts. This varies since we serve students at 25 sites in 11 school districts.

Site Coordinators work closely with regular day staff and administrators to assure that student and family needs are being met. Staff also work with other BCOE departments such as Homeless & Foster Youth, School & Community Mental Health & Wellness, Student Health & Prevention, and CalKidz.

Most importantly, our staff embraces an asset-based approach to student engagement/interaction. Focusing on the positive is far more productive and beneficial.

- **Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.**

Over the past few years, the program has dealt with the serious nature of student trauma and the lack of staff self-care by taking a series of measures to help build a stronger social/emotional program. The following key measures have taken place:

- * Purchased the Mind-Up Curriculum and developed specific grade-level activities to assist students in becoming more self-aware and able to self-manage their behaviors.
- * Mindfulness and Pear cards have provided quick and easy mindful activities for staff to use before, during and after transition.
- * All sites are embedding the Random Acts of Kindness Foundation social emotional learning curriculum for grades TK – 8th. We have taken this highly effective, evidence-based curriculum into all of our after school classrooms. By including a focus on equity, staff self-care, and digital citizenship, we are excited about implementing a more engaging, relatable, and inclusive curriculum.
- * Staff are encouraged to embed mindful activities throughout the after school program to help students self-regulate emotions, which has helped, lessen disruptive behaviors and discipline issues.
- * The program continually strives to have all staff trained in being trauma informed. Trauma informed staff are better able to provide an inclusive environment for all students. We want all staff to address student issues from an asset-based approach. Our students deserve to be reminded how awesome they are; how important they are and how special they are. All interactions with students should be positive, upbeat learning experiences. Most importantly, over time our staff has learned the importance of listening!

- * On an ongoing basis, the program provides a vast array of self-care opportunities to aid staff in reducing stress, trauma and overwhelm. We truly believe that it is detrimental for staff to continually care for others while avoiding ones' self-care. Staff are encouraged to engage in wellness activities such as yoga, mindful breathing, meditation, etc. Staff that are socially and emotionally healthy can better serve students. This has been vitally important during our current staffing shortage. Staff have been spread very thin trying to serve as many students as possible during this difficult time.

All staff have been encouraged to utilize the BCOE Employee Assistance Program. The program provides low and no cost counseling and therapeutic opportunities for those needing assistance and support.

- * For the past 18 months, BCOE has contracted with HearYou.org which provides staff access to mental health resources and counseling at no cost.
- * By listening, engaging, and supporting our students, we strive to provide a program that is emotionally, developmentally and physically welcoming to all.

Many actions and or activities implemented over the past couple of years have been more reactive than intentional. We have sought "bandages" to fix our issues resulting from our ongoing traumatic experiences. Moving forward we are being more proactive and intentional. We are currently embedding the CASEL 5 into our program; Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The CASEL 5 will be taught and applied to create an equitable learning environment that enhances all students' social, emotional, and academic learning. Currently, all that we do in our program is viewed through a social/emotional lens, to assure we are supporting the "Whole Child".

2–Active and Engaged Learning:

- **Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.**

An expansive curriculum resource library has been developed to provide diverse learning opportunities through a balanced variety of activities that support the social, emotional, physical and cognitive growth of students with a strong emphasis on enhancing regular school day performance. The diversity in activities maintains student and staff interest and engagement.

Surveys and continuous quality improvement assessments from site coordinators, site principals, teachers, students and parents along with current educational trends are used to guide the development of trainings and curricula to provide the most technologically advanced and engaging STREAM opportunities available. Buy-in from all involved is beneficial to the continuity of learning between the regular day school and the after school program.

The scope and sequence of all curricula align with grade level standards and have user-friendly lesson plans that have clear goals and objectives. Each lesson is designed to provide opportunities for thought-provoking discussion, critical thinking and collaborative interaction.

Describe the planned program activities and how they will:

- a. Provide positive youth development.**
- b. Provide hands-on, project-based learning that will result in culminating products or events.**

We have embraced hands-on, project-based learning which provides positive youth development through active exploration of real-world scenarios and challenges. Presenting challenges to work through encourage critical thinking skills, teamwork, decision making and self-management. These activities lead to the development of 21st Century marketable and applied skills.

Examples of hands-on project-based learning that provide positive youth development:

Piper Curriculum – Over the course of 6 weeks students collaborate in groups to build a working computer that plays Minecraft (a popular video game). Once assembled feedback from the digital game requires students to manually manipulate the circuit board to move through the game. Each day students document challenges and problem-solving techniques used in both building the computer and moving through the game.

At the end of the 6 weeks students showcase their working computers and present their collaborative critical thinking skills.

4-H Cooking Academy - The 4-H Cooking Academy is developed for young people who are just learning to cook and bake. The curriculum covers kitchen and food safety, basic food preparation, and nutrition. Learning by doing is the best way to learn food preparation skills. Young people learn important life skills that they will use as they grow and become independent, responsible adults. Cooking is an art as well as a science so youth can learn a lot about themselves and their passion for the culinary arts through this curriculum experience.

Throughout the curriculum, students get to taste and compare the food items that they prepare.

Paxton/Patterson Career Discovery Labs – Pathways start here for students by integrating everyday work with grade level math, science, reading, and critical thinking. These hands-on experiences align with 12 key career cluster skill areas and knowledge standards to help students discover their unique interests and talents. We use the kits during both Summer Enrichment and After School.

At the conclusion of each kit, student teams debrief and discuss their findings.

Curriculum Focus Areas		
Alternative Energy	Computer Science	Design/Pre-Construction
Electricity	Engineering	Environment & Ecology
Flight Principals	Forensic Science	Health Science
Manufacturing/Production	Nutrition & Wellness	Robotics

- **If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.**

Our summer supplemental program provides enrichment opportunities to reduce learning loss, continue to develop and strengthen student learning skills, support social and emotional learning, reinforce regular day academics and keep students safe, engaged and fed. In all of our districts, the regular day teachers provide breakfast and academic instruction between the hours of 7:30 – Noon, while BCOE staff provide lunch and enrichment between the hours of 11:30 and 5:15.

Site	ASES	ELO-P	Site	ASES	ELO-P
Berry Creek	X		Nord		X
Biggs	X	X	Oakdale	X	X
Cedarwood	X	X	Ophir		X
Studios@Central		X	Palermo	X	X
Concow			Plumas	X	X
Golden Hills		X	Poplar	X	X
Helen Wilcox	X	X	Richvale	X	X
Honcut	X	X	Sierra	X	X
Ishi	X	X	Stanford		X
McKinley		X	Sycamore		X
Manzanita		X	Wilson	X	X
Nelson	X	X	Wyandotte	X	X

3–Skill Building:

- **Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.**

Educational Literacy: Over the years the program has adopted a number of literacy programs to support and improve student academic achievement, however, through collaborative feedback and input and support from the Tehama County Department of Education’s SERRF Program, we have launched *Read to Self*. *Read to Self* is the first component to the Daily 5 Program that fosters literacy independence. The SERFF Program has witnessed improvement in student academic achievement since implementing *Read to Self* in the fall of 2018. The *Read to Self* component of the Daily 5 Program, provides a way for staff to structure literacy time to increase student independence and allow for individualized attention in small groups and one-on-one. It aids students in developing independence, reading stamina, and accountability.

Read to Self is a structured reading program that includes demonstrating, teaching, guiding, monitoring, evaluating and goal setting along with voluntary reading of books that the students choose. *Read to Self* was implemented program-wide during the 2022-2023 school year, while affording sites the opportunity to continue existing literacy programs should they choose.

Educational Enrichment: The program is fortunate to have a vast array of educational enrichment activities and curricula that support student academic achievement and success in its Curriculum and Resource Library. When deciding to purchase a curriculum the program reviews its content to determine if it falls within one of the three 21st Century Themes; Life and Career Skills; Learning and Innovation Skills; or Information, Media and Technology Skills. To assure student engagement, we also seek youth input prior to purchasing. Of equal importance, is determining if the curriculum promotes critical thinking, communication, collaboration and creativity. We also make sure that the curriculum is relevant and engaging for all age groups and skill levels.

Some of our most popular curricula include:

Exploration MARS	SPARK	VEX Go
Sphero Bolt	Google Expeditions	Bee Bots
Dot & Dash	Cubelets	Piper
Ozobots	Science of Super Powers	Skillastics
BrickLAB Zoo	Happy Camper Engineering	PCS Edventures Video Production
Boomwhackers	4-H Aerospace	PCS Edventures

	Adventures	Eggs-traordinary Physics
Junk Drawer Robotics	4-H Teaming with Insects	4-H Project Butterfly Wings
4-H Cooking Academy	PCS Edventures Unleash Your Wild Side	PCS Edventures Oceanic Exploration
MathStart	4-H Exploring Your Environment	To Name a Few...

To strengthen the learning impacts of our curricula, we are incorporating the Paxton/Patterson College & Career Labs into our program. Twelve career pathways entice students by integrating everyday work with grade level math, science, reading, and critical thinking. These hands-on experiences align with career cluster skills and knowledge standards to help students discover their unique interests and talents.

- **Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.**

Prior to the start of school, our Site Coordinators meet with their principals and teachers to discuss curricula focus areas and programming goals for the coming year. Most if not all request curricula that focus on technology and its applications. Most sites do not have the technology inventory that we have and they are excited for their students to have the opportunity for more hands-on group work exploring science, technology, engineering and math. Throughout the year, Site Coordinators discuss programming options and focus areas with their principals, teachers, parents and students to assure we are meeting the needs of the larger collaborative community.

After years of summer programming, we have determined that students and parents prefer weeklong theme camps. Each of our theme camps are meticulously developed to engage all students regardless of age or ability. We strive to have all students engaged in a learning process that includes creativity, critical thinking, collaboration and use of effective communication.

Some of our most popular theme camps include: Super Science Lab, Top Chef, VEX Robotics, Creativity stARTS Here, Coding Magic, Art Around the World, Fuel and Fitness, Multimedia Madness, Technology Exploration and Challenge Quest.

4–Youth Voice and Leadership:

- **Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students’ needs and interests.**

Sites gather student data on an ongoing basis to assess their interests in particular subjects or activities. When developing a site's 6 – 8 week schedule, students are given a number of enrichment activities to choose from that were carefully selected from either the Curriculum and Resource Library at BCOE or the sites own resources after in-depth discussions with teachers and administrators. Whenever possible enrichment activities are directly linked with the regular school day academic curriculum.

If a particular topic of interest arises and resources are unavailable on site or at BCOE, sites have the opportunity to draft a curriculum proposal, which will allow administrative staff to research purchase options. The Program Director and/or Program Coordinator will also network with other programs in the Region to determine if a "like" curriculum has already been developed or purchased and determine how successful it was or is.

In some cases, sites will encourage older students to draft the curriculum proposal and do the research regarding availability, cost, and purchasing options. Encouraging the students to do the research helps to strengthen their "real world" skills, and bring attention to varying product costs, shipping costs and variety of products available. They can then present their findings to the Site Coordinator, who will then work with the students on budget availability and next steps.

- **Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.**

Most sites engage in focus groups and/or sticky note/dot assessments at the end of each 6 – 8 week curriculum to assess student satisfaction. Student led discussions focus on likes and dislikes, along with the steps the students would take to improve a curriculum or activity. Students are asked to assist in the development and planning of the next 6 – 8 week schedule. Student input and buy-in are critical for student ownership and engagement.

Some sites have Leadership Enrichment Clubs where students assess and map their community to determine areas of need. During the Camp and Bear Fires students decided to conduct clothing and foods drives to support those who lost homes or who were displaced and unable to return home. Students are very perceptive, and when asked how they might help with a community situation, they can be very creative and energetic about making it happen.

Student leadership opportunities vary from site to site. Some of our middle school sites have collaborated with the local Kiwanis to establish Key Clubs for student community service and leadership. Several of our local Key Clubs participate in our Annual Fiesta Days Parade by building floats promoting their after school programs and their community service efforts. Most sites select a community service activity to build community relations and to help students build social-awareness. Some examples include coin and blanket drives to support

the Humane Society, make decorations for a local senior care facility, and send thank you cards to local firefighters and first responders.

Many of our elementary school sites have incorporated the “You Were Found Being Awesome” campaign. Each day a student is selected to serve as the individual responsible for awarding good behavior coins to students recognized for good behavior, for helping others, for being kind, etc. Students selected to receive good behavior coins are recognized by having their name added to the daily “You are Awesome” white board.

Establishing an asset based approach to recognizing student behavior builds a culture of doing good and being kind. It also aids in trauma recovery when an environment fosters positivity. We value our students and having them recognize and praise their classmates helps to build compassion, self-awareness and strengthen relationships.

- **Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).**

Much of this question has been answered in the previous two questions. Regardless of grade-level, student input is always sought, so quality continuous improvement can take place. Sticky note/dot assessments are a great way to engage younger students. Using colored coded sticky notes/dots for “like” and “dislike” is a great way to engage non-readers and English Language learners. You can also have younger students place sticky note/dots to show preference for certain subject areas or activities. Some sites have them gather in certain areas of the cafeteria noting their preference for a particular subject or activity.

Leadership Enrichment Clubs are where young leaders can gather to share ideas and determine community service and service learning activities to serve their local community. Leadership Clubs may only have 15 to 20 interested students who serve as the planners and organizers of special events or activities, but you can have the entire after school program involved in the campaign or service work. Program-wide efforts enhance social awareness, responsible decision-making and self-awareness of those involved. These types of activities fit well into our program’s SEL program goals.

5–Healthy Choices and Behaviors:

- **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**

Our programs focus on three key factors that contribute to a student’s overall health; social-emotional health, physical health and nutritional health. In close partnership with the regular day, two sites met the rigorous guidelines to be recognized as Healthy Behavior Sites. About the time the initial campaign was

discontinued we had four sites deep in the process to achieve certification. In partnership with the Regional Lead, she visited, inspected and certified our four sites and recognized their accomplishments at our Annual Regional Leadership Conference. Today, other sites are following the lead of our Healthy Behavior Sites, so they can provide an environment that supports a healthy lifestyle.

Social-Emotional Health: Many of our students and families have suffered emotional turmoil resulting from the number of natural disasters in our community. Our programs noticed that students were struggling with how to handle their fears and pent up emotions.

With the support of our districts we started to delve into a number of mindful practices to support students and staff. We found that many of our staff were overwhelmed and needed to invest in self-care. We firmly believe that we cannot support our students and families if we do not care for ourselves. So, we established a two-prong approach to creating a safer and more supportive student environment by developing curricula and professional development opportunities that support both students and staff. We purchased and implemented the MindUp curriculum which resulted in a significant decrease in negative student behavior, so much so that regular day teachers commended the after school program for its efforts and replicated the mindful protocols during the regular day. The MindUp curriculum embraces a scientific approach to mindful practice through a deep understanding of brain science and the foundation that students have the ability to “step away” and seek personal space and time to control and regulate their own behavior. We knew we were doing something right when students asked to step away for self-time, so they could engage in mindful breathing and or self-control behaviors. Through the ongoing support of program staff, students felt empowered, and embraced further mindful activities throughout the day.

To support our mindful efforts, the sites were provided with the MindUp curriculum, mindful activities cards, mindful site-based coaching and other creative mindful resources. Additional mindful activities include, breathing techniques, healing circles, journal writing, gratitude discussion groups and small group interactions with BCOE School and Community Mental Wellness Advisors.

After the historic Camp Fire, Bear (North Complex) Fire and the COVID Pandemic, we are thankful for and continue to imbed our mindful practices supporting emotionally healthy students.

Physical Health: We take a two-prong approach to physical activities during the after school program. We have students that would spend their entire day engaged in sports and others who do all they can to avoid it. To the best of our abilities, we design a schedule that engages both groups. We also engage all students in a variety of large group activities from a variety of curricula. A few site favorites include the CATCH curriculum, the SPARK curriculum, Skillastics and our intramural sports program. Regardless the activity, students are taught and modeled good sportsmanship, basic skills, rules and how to be a thoughtful

team player.

We also have a strong partnership with the Feather River Recreation and Park District to provide intra-mural sports to our middle school students grades 6-8. Organized sports include, soccer, flag football, volleyball and basketball.

We also embed physical activity in a number of our mindful activities. During transition we may engage students in a short nature walk, or a See/Hear/Smell Trek.

Nutritional Health:

When engaging our students in nutritional activities we try to focus on crops grown within our community. We want our students to be aware of the bounty of agricultural products and produce grown in our county. We have been fortunate to partner with the BCOE CalKidz program that supports nutritional meals and education to low-income students and families. The CalKidz program, in partnership with California State University Chico and our local food bank, has coordinated an array of learning opportunities, such as, farmers markets, cooking curriculum, Top Chef Competition, cultural cooking and taste testing for our students and families. These events showcase an assortment of local produce and crops making students and their families more aware of the agricultural bounty of Butte County.

The CalKids program also hosts a number of learning opportunities for our students with their mobile food truck. The truck travels from site to site highlighting a variety of nutritious food options for students and families. The students also have an opportunity to cook on the truck as well as taste test their creations. These types of hands-on opportunities are wildly exciting for our more remote and Frontier sites.

We also partner with the Center for Healthy Communities and CalFresh, who conduct site-based learning opportunities for our students. The Center for Healthy Communities works with Chico State Nutrition, Physical Education and Liberal Studies students to deliver a variety of developmentally appropriate, research-based nutrition and physical activities that support student learning.

We also cherish the opportunities we have with the Butte County Cooperative Extension Master Gardeners who help us plan, build and nurture our school-site gardens. Students learn about the germination of seeds, how plants “breathe”, and how plants grow into mature produce, which helps them maintain a healthy and well-balanced diet.

Since we focus on the whole child, it is vital that we model the behaviors we expect our students to embrace, in order for them to become healthy adults. Activities conducted during the after school program meet the District/School Wellness Guidelines and in some cases exceed them. Only water or water with the essence of fruit or vegetables is allow during the program. Nutritional

awards/treats must be healthy and limited in their sugar and carbohydrate content.

- **Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.**

Portions of this question have already been addressed in the aforementioned areas of Social-Emotional, Physical and Nutritional Health.

Site staff are aware that they must serve as mentors and must also abide by their District/School Wellness Guidelines. This includes bringing items on site, such as soda, coffee, energy drinks and non-healthy food items. Items brought to campus must be healthy and not in conflict with a wellness plan or curriculum.

Sites also design and implement enrichment activities that are healthy and promote a healthy lifestyle. If a cooking curriculum is selected, it must provide a healthy food item, in addition, to educating students on why the particular food item was selected and how other food items compare nutritionally. The goal is to have students think about and understand the implications of certain food choices. We want to empower students to make healthy choices because healthy students are better learners.

Sites provide an array of physical activities to engage all students ranging from organized sports to individual physical activities, such as walking, yoga and dance. We understand that not all students enjoy organized sports and some make the personal choice to not be active. In our program, we want students moving and engaging in healthy activities that are age and developmentally appropriate. We want students to understand the importance of incorporating movement and physical activity into their day because it also helps with their social-emotional well-being. Movement eases stress and anxiety and students should understand that they can incorporate lifestyle changes that benefit their emotional health which can lead to becoming a better learner.

To create a more inclusive program, staff work closely with district special education teachers to assure that students with physical and emotional boundaries benefit and engage in our activities.

Some of our community partners include, CalKidz, Cooperative Extension, Center for Healthy Communities, CalFresh, Local Food Banks, Raley's Supermarket, California State University, Chico, and Butte College to name a few.

- **Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.**

The BCOE After School and Summer Programs have current and up to date MOU agreements with all districts to provide a nutritious daily snack or supper meal to all after school and summer program participants in accordance with the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program. Each of our districts is independently audited to assure compliance.

Examples include:

ANYTIMERS Cheese & Turkey Pepperoni Whole Grain Pizza Lunch Kit

Statement of child nutrition food-based meal pattern equivalency:

Each tray (5.58 oz. serving) of Cheese & Turkey Pepperoni Lunch Kit provides

1. 2.0 oz. equivalent meat/meat alternate
2. 2.0 oz. eq. grains
3. 1/8 cup red-orange vegetable for the Child Nutrition Meal Pattern Requirements
4. Lunch kit is also accompanied by choice of low-fat milk
5. When available students are provided a seasonal fresh fruit option

Cheese Stick, Beef Stick Meal Break

Each serving of Meal Breaks provides:

1. 2.0 oz. equivalent meat alternate
2. 1.0 oz. equivalent grains
3. 1/2 cup additional vegetable
4. 1/2 cup fruit
5. Lunch kit is also accompanied by choice of low-fat milk
6. When available students are provided a seasonal fresh fruit option

Turkey and Cheese Hoagie Sandwich Meal

Each serving of Sandwich Meal provides:

1. 2.0 oz. meat/meat alternate
2. 2.0 oz. equivalent grains
3. 1/2 cup fruit
4. 1/2 cup additional vegetable
5. Lunch kit is also accompanied by choice of low-fat milk
6. When available students are provided a seasonal fresh fruit option

6–Diversity, Access, and Equity:

- **Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.**

Our program has worked hard to assure that the staff we hire look like the students we serve. We also strive to have staff work in the communities where they live. We have a very strong Hmong population in Butte County and we are proud to have Hmong staff supporting Hmong students. The same holds true for our Hispanic communities.

To be an inclusive program, where our students and families feel welcome, we seek qualified staff who share the same cultural backgrounds and, in most cases, also speak their native language. Many of our staff serve as translators to help parents and care providers feel welcome and an active participant in their student's educational experience. We also provide registration forms, newsletters, memos, announcement, etc. in Hmong and Spanish to build a more inclusive Expanded Learning community.

Cultural dance is very popular in our programs. The Hmong Cultural Center teaches Hmong dance at many of our Oroville and Thermalito sites. We also have staff in Biggs and Gridley that teach Hispanic dance and have a traveling student dance troupe that attends special community events. Students not only learn native dances and their meanings, but they also learn about cultural attire, festivals, cuisine and celebrations. A great day is when one of our fabulous Hmong families make and share their amazing spring rolls, or when an entire school community comes together to celebrate Cinco de Mayo.

- **Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.**

We work closely with principals, teachers, and parents to make our program welcoming and safe for all students. We post articles in school newsletters and have web-links on district web sites.

This past year we hired a nurse to be onsite so a student with Diabetes and an insulin pump could attend our program on a regular basis. We never make the decision as to whether our program is appropriate for a student. It is always a group decision. We work very closely with parents, care providers and the regular day to assure our program is appropriate and safe for a student to attend. We speak with parents and care providers so they fully understand our program and how it operates. We explain our ratios, enrichment opportunities and daily schedule. We invite parents/care providers to tour the site during the after school program, so they can determine whether or not they feel the program is a good fit for their child.

Site staff meet with teachers on a regular basis to determine which students would academically benefit from our program. We provide a variety of curricula

and programs geared towards English language learners. In addition, we have implemented *Read to Self*, which we hope will benefit all students and result in program-wide improvement in reading scores and comprehension.

Transportation access for our rural and isolated sites is oftentimes challenging. If a district/site is unable to provide a late afternoon bus run, some students are unable to participate, creating an equity access issue. We have districts that have transportation contracts with other districts for bussing making late bus runs impossible. Many of our low-income rural families lack personal transportation or are limited to one vehicle. In many cases, the distance from school to home is so great, it becomes a financial burden to pick their children up from the after school program requiring their students to take the end of the school day bus.

We work hard to find solutions to our rural access issues; unfortunately, we are limited in our options. Now that many of our sites are becoming proficient in distance learning delivery, we can discuss ways in which we can provide services to all students whether it is on-site or via Zoom/Google Meets.

7–Quality Staff:

- **Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.**

Since all staff in our program are BCOE employees, they must meet our minimum qualifications of an instruction aide. They must meet the following criteria:

Two years (48 completed units) college level course work in recreation, psychology, health, or other related fields; or Associate’s degree or higher; or passage of a Butte County Office of Education approved comprehensive Local Assessment Test (CODESP); or passage of another district approved NCLB Local Assessment Test.

- **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**

Our strong working relationship with the BCOE Human Resources Department and our detailed recruitment and hiring policies and procedures assure us that our hiring practices meet all state, federal and Education Code laws and mandates. As an Affirmative Action/Equal Employment Opportunity/Handicapped IX Employer, we screen all applications noting those who have the experience, knowledge and interests to serve as qualified staff at one of our program sites.

Upon the completion of applicant screening, an Interview Committee reviews and determines the ideal candidates to interview and move through our hiring process. Upon conclusion of interviews, the committee discusses each

applicant, reviews their application, discusses their interview and eventually determines the best candidate for the position. Using an internal Expanded Learning screening and interview committee, assures the process is fair, intentional and non-bias. The committee as oppose to an individual is ultimately responsible for hiring Expanded Learning staff.

We also have a strong working knowledge of our Local 436 Bargaining Unit Memorandum of Understanding since two of our positions; School Activity Assistant and School Recreation Assistant are Bargaining Unit positions.

BCOE positions are posted on EdJoin, and in all of our districts, however, the Expanded Learning Program also recruits from Butte Community College and California State University, Chico. We tap into students attaining degrees in Liberal Studies, Physical Education, and Foods and Nutrition, to name a few. Many of our staff move on to be accepted into the Chico State Credentialing Program. We also have Expanded Learning Instagram and Facebook pages where we frequently post available employment opportunities.

Unfortunately, we have faced a serious staffing shortage since the end of the pandemic. Many of our staff have moved out of the community due to natural disasters or other family members losing employment. We also lose many of our staff who are recruited to apply for full-time district positions. Districts value the training and expertise that our staff have acquired while working in our program. We desperately seek new and innovative ways to connect with potential future employees.

- **Describe the type and schedule for the continuous professional development that will be provided to staff.**

Expanded Learning staff is evaluated on several levels, which ultimately determines their professional development path. All staff engage in Federal and State mandated trainings that create a foundation for all employees, which include, Integrated Pest Management; Youth Suicide Awareness, Prevention and Postvention; Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Policy and Prevention; Blood Borne Pathogen Exposure and Prevention; and Cyber Security Awareness. Management staff also must participate in a day long FEMA Emergency Management training.

Initially, staff is evaluated at 3, 6, and 12 months. After the initial 12 months, staff is then evaluated every two years. During all evaluation periods, managers highlight recommended professional development opportunities based upon the staff person's interests and future goals. A staff person, who is a Liberal Studies student, may have a different professional development path than an Instructional Aide. In addition, as part of the program's CQI process, all staff will have required professional development focusing on staff and student social-emotional health.

Management staff attend a variety of professional development opportunities that strengthen coaching and mentoring skills, program development, youth development strategies, classroom management, leadership skills, managing difficult employees, equity and diversity, along with required CPR and First Aid.

Staff are encouraged to attend any and all regional trainings, most importantly, the Annual Region 2 Professional Development Symposium in August and the Remix Conference in January. These professional development opportunities are outstanding and provide for networking with other staff from throughout the region, serving students in similar programs. Having the opportunity to network with other rural program providers is invaluable.

Staff also attend district sponsored training events that not only strengthen our program, but also creates stronger alignment and a more seamless program.

- **Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.**

Butte County Community School (BCCS) is a unique campus established more than 20 years ago as a Native American charter school called Four Winds. All site-based activities and curricula were culturally focused. Over the years, the school has gone through a number of administrative changes and charter revisions that have resulted in a decline in student enrollment. In 2019, the school site relocated to a leased classroom on the Boys and Girls Club of the North State campus in Chico. Students who attend BCCS are referred to BCOE by a district, due to expulsion, suspension, truancy, probation or social services. If a parent or guardian is choosing to enroll their child, they must have a completed referral form signed by a school district official.

The school currently serves about 48 students, of which approximately 10 - 15 attend the after school program. Due to the nature of the students being served, the average daily attendance fluctuates on any given day. Since the school is located on the Boys and Girls Club campus, it made logistical sense for interested students to attend their after school program and to have the Boys and Girls Club serve as a sub-contractor. The Boys and Girls Club has served as the ASES sub-contractor for the Paradise Unified School District for many years and is familiar with all aspects of running an ASES program.

The Boys and Girls Club staff are well qualified and dedicated to providing engaging, academically focused after school program activities, in a safe and nurturing environment.

8–Clear Vision, Mission, and Purpose:

- **Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources**

available, and how those needs will be addressed.

Butte County is much different than it was before the Oroville Dam crisis in February of 2017. We had the highest ACEs scores in California, but had yet to experience the first of 4 devastating disasters which ultimately changed our landscape. We have spent considerable time trying to heal and determine the best ways to support those with the greatest needs. Each of our communities is vastly different, yet one thing remains the same...we are resilient and we are healing. We have two key focus areas; Social Emotional Academic Development (SEAD) and creating seamless programming for sites with ASES and ELO-P funding. By supporting the healing of our students and families, we will be making a huge contribution to the overall health of our community.

- **Describe 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.**

Program Goal #1:

Equitable learning and working environments are shaped by policies, practices and personal interactions that are explicitly designed to create the equitable experiences that are essential to doing our best work. Intentionally attending to SEAD in the design and facilitation of lessons, meetings and gatherings will help create equity-centered environments in which to work, teach and learn.

Thus, the BCOE Expanded Learning Program is committed to implementing and embedding SEAD into all of its programs starting with students engaging in the daily lesson plans provided in the Random Acts of Kindness Foundation, Inc. curriculum, by July 2024.

Program Goal #2:

By August 2023, the BCOE Expanded Learning Program will have partnered with the BCOE School Ties & Prevention Services Department to provide selected sites with prevention services, homeless education, foster youth services, SEAD, youth leadership opportunities and team building.

Program Goal #3:

By June 2024, the BCOE Expanded Learning Program will work collaboratively with all of its district partners to create a seamless blending of both ASES and ELO-P programs, providing an open door for all interested students to participate in a safe and nurturing environment that provides a vast array of hands-on enrichment activities that engage students in 21st Century skill development.

Program Goal #4:

By June 2024, the BCOE Expanded Learning Program will work collaboratively with all of its district partners to assure all ASES and ELO-P audit and compliance mandates are met.

Goal progress will be determined through the use and completion of each site's Continuous Quality Improvement Plan document. The document highlights which Quality Standard(s) for Expanded Learning will be positively impacted by the goal's success. The plan also includes, activities, individual(s) responsible for activity completion, completion date(s), and evidence of effectiveness. In addition, each site will be equipped with an ELO-P Audit and Compliance Box to gather necessary evidence for pending review.

Evidence of goal effectiveness will include, but is not limited to, pre/post assessments, site SEL engagement logs, surveys, student attendance/academic data, student behavior/incident reports, focus groups, professional development attendance and interviews.

Evidence pertaining to Goal #4 will be dependent upon the success of each sites ELO-P audit in the fall of 2024.

- **Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.**

Several years ago, our collaborative groups decided to move away from a stagnant Mission Statement, to an engaging "Statement of Purpose" with supporting goals and action steps unique to each of our 25 sites.

By creating unique opportunities, the BCOE Expanded Learning Program will...

- *enrich students' academic experience through technology and hands-on learning;*
- *encourage students to pursue healthy behaviors;*
- *embrace strong school, family and community partnerships; and*
- *empower students to achieve educational and lifelong success*

The Statement of Purpose provides the flexibility for each of our 25 sites to create their own goals and action steps, based upon their own/community needs. The needs of one of our frontier single site districts varies greatly from one of our sites represented by a large district. Each site has its own identity, needs, support and community structure, and should have its own set of goals.

To support the social emotional academic development of our students and families the BCOE Expanded Learning Program is dedicated to embedding a variety of such options at ALL of our sites. We are dedicated to social emotional academic development and the process through which children and adults

acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Our passion to provide social emotional academic development, not only benefits our students and families, but also our staff and the communities we serve.

9–Collaborative Partnerships:

- **Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.**

The following entities will be encouraged to take an active role in the planning, review, implementation and eventual update of the ASES Program Plan.

Butte County Office of Education – Superintendent and Associate Superintendent	Palermo Union School District – Superintendent, Principals, Teachers, Parents, Staff, Students
Biggs Unified School District – Superintendent, Principal, Teachers, Parents, Staff, Students	Paradise Unified School District – Superintendent, Principal, Teachers, Parents, Staff, Students
Butte County Community School – Principal, Teachers, Parents, Staff, Students	Pioneer Union School District – Superintendent, Teachers, Parents, Staff, Students
Nord Country School – Principal, Teachers, Parents, Staff, Students	Thermalito Union School District – Superintendent, Teachers, Parents, Staff, Students
Gridley Unified School District – Superintendent, Principals, Teachers, Parents, Staff, Students	Expanded Learning Area Coordinators
Golden Feather Union School District - Superintendent, Teachers, Parents, Staff, Students	Expanded Learning Site Coordinators
Manzanita School District – Superintendent, Teachers, Parents, Staff, Students	Expanded Learning Front-Line Staff
Oroville City Unified School District – Superintendent, Principals, Teachers, Parents, Staff, Students	

- **List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).**

The following entities are a sampling of those who actively support our entire program on an ongoing basis.

Collaborative Partner	Type of Support
California State Parks	Provider of In-Kind Services: PORTS Program, Trainings, Flipgrid Support, Specialized Virtual Tours
BCOE Mental Health Community Advocates	Provider of In-Kind Services: Site-Based Support, Professional Development
BCOE Career and Technical Education	Provider of In-Kind Services: Curriculum Consult
Butte County SELPA	Provider of In-Kind Services: Mental Health/Support Trainings, Mindfulness Programs, Specialized Interventions with School and Community Mental Health Advisors
Butte County Child Abuse Prevention Council	Provider of In-Kind Services: Mandated Report Training, Community Support Activities, Literature/Brochures, Resource Connections
California State University, Chico	Provider of In-Kind Services: Health and Nutrition Curricula, Trainings, Chico State Student Support, Special Events/Presentations, STEM Partnership, Liberal Studies Partnership

Cooperative Extension 4-H Office	Provider of In-Kind and Contract Services: Professional Development, Curriculum
Region 2 Learning Support	Provider of In-Kind Services: We value all that the Region 2 Training and Technical Support Team do to support our program.

- **Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.**

The following entities are potential collaborative partners.

Butte Community College	Have partnered with Butte College in the past, but need to reconnect to expand our career and technical education. Need to strengthen expanded learning career and employment options
Butte County Public Health	To expand our service delivery options to more of our students and families in need/crisis.
Butte County Child Abuse Prevention Council	To develop a youth focused internet safety program

10–Continuous Quality Improvement:

- **Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.**

The following measures of student success are gathered and analyzed to assist the program and each individual site in drafting and revising their goals for

Continuous Quality Improvement.

Regular day school and after school program attendance figures are reviewed on an ongoing basis to determine if the students with the greatest need are attending our program and how frequently. Attendance reviews occur on a monthly basis to not only determine average daily attendance, but to also determine if a student or group of students have opted not to attend.

At a minimum, sites conduct annual student, parent, teacher and administrator satisfaction surveys to determine which program components are successful and which ones need to be assessed, revised and improved. The annual surveys help guide the development of site goals. Informal assessments are conducted throughout the year to determine goal progress.

Site staff meet with teachers to discuss student academic achievement and which academic areas a student could use additional support. During these meetings, site staff also discuss student discipline, and external factors that might be interfering with a student's success. Since so many of our families have been victims of local disasters, conversations between after school program staff and teachers oftentimes bring light to certain issues and discussions on how best to support that student and his/her family.

Ongoing discussions with Principals and teachers have led to the after school program putting greater focus on student social-emotional learning. Our students are struggling with feeling safe in all aspects of their lives. Many have lost homes or know of someone who has, and others are displaced due to lack of water and power. Numerous discussions with district personnel has led to the request that the Expanded Learning Program focus on embedding social-emotional learning, more importantly focusing on student self-awareness, self-management, social awareness, relationship skills and responsible decision-making during after school time. Moving forward, sites will focus their CQI efforts and site-based goals on embedding SEL into their programs. Please refer to Section 8 where the overall program goals are aligned with SEL.

- **Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*. Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.**

The program and sites will focus on the two quality standards that have components associated with student social-emotional well-being, *Safe & Supportive Environment and Healthy Choices & Behaviors*. To establish a baseline, in the fall of 2021, each site will complete the CA After School Program Quality Self-Assessment Tool and the New York Program Quality Self-Assessment Tool for the two aforementioned quality standards. In addition, each site will have an option to select an observation-based assessment tool of their

choice. Establishing a baseline from which to grow and improve is vital to the success of drafting and achieving CQI goals. It will also be suggested that sites conduct student focus groups, surveys and on-site observations as an initial data collection effort.

Upon completion of initial data collection, sites will establish a team of stakeholders comprised of regular day staff, parents, after school program staff and any external stakeholders who are committed to student Social-emotional well-being.

The Stakeholder Team will meet to summarize and reflect on the data, and establish three to five high priority needs to focus on that year. The Team will utilize the BCOE Continuous Quality Improvement Goal Worksheet, for each high priority need, which will serve as the plan for moving forward. This worksheet along with all assessments and data tools will be stored as CQI evidence.

Each site will establish quarterly review opportunities which will bring the Stakeholder Team together to review goal progress and challenges. At each review session the Team will assess goal progress, determine if the plan is making a positive impact or if the plan needs improvement.

Each spring, each site will engage in a post-assessment process to help review goal success and ready itself for the next Stakeholder Team review meeting where the cycle of assessment, planning and improvement will once again take place.

11–Program Management:

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

Program-wide goals as stated in Section 8 are established for our program as a whole and are part of the program's overall CQI process. Over the past several years, the program has focused on ways sites can foster safe and nurturing environments that support the developmental, social-emotional and physical needs of all students. With so many devastating events over the past few years, our youth need to feel protected, safe, and cared for while in our program. Program funds are allocated to purchase and provide necessary materials, resources and curricula so staff can create a program-wide approach to support goals and all program participants.

Beyond program-wide goals, each site establishes site-based goals dependent upon the needs of their students and community. Site goals are closely monitored through their own CQI process. Evidence is collected at the site level for site goal review and CQI. Site goals are established, reviewed and revised by Expanded Learning staff with input from principals, teachers, parents and students.

- **Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.**

The following organizational structure supports 4 geographic areas, 25 school sites in 11 districts and approximately 1200 – 1500 students a day.

Senior Program Director (1):

The Senior Program Director is responsible for the entire BCOE Expanded Learning Program. The Director assures all aspect of the grant are carried out in accordance with the CDE grant requirements, assures all deadlines are met, and all compliance and audit protocols are followed.

She attends numerous county-wide collaborative meetings, is Chairman of the Butte County Child Abuse Prevention Council, is a standing member of the Butte County Camp Fire Recovery Team, is a member of the SEL Sub-Committee of the Camp Fire Recovery Team, participates on the Region 2 STEAM Hub, attends the CA3 Policy and Advocacy meetings, attends Region 2 Directors meetings, is a member of the WestEd 2023 Biennial Advisory Committee and represents BCOE Expanded Learning throughout the Butte County.

She is past co-chair of the California After School Network, and served as a member of the CDE Equity Committee and the CDE Workforce Development Sub-Committee. She also participated on the committees influencing both Strategic Planning 1.0 and 2.0.

She provides oversight to more than 140 employees and supervises 30 managers and a senior administrative staff person. She has been integral in the implementation of the Expanded Learning Opportunity Program throughout the BCOE Collaborative. She reports to the Associate Superintendent of Student Programs and Educational Support.

Program Coordinator (1):

The Program Coordinator reports to the Senior Program Director. The Program Coordinator is a split position that supports both administrative duties and direct support functions. The Program Coordinator is responsible for the Expanded Learning Curriculum and Resource Library and all professional development and training ventures. As a trainer, she frequents sites for staff development, new hire orientation, curricula implementation and SEAD activities. She was responsible for the Kids Code Grant. She serves as a mentor and leader for both Area and Site Coordinators. She attends the Region 2 Directors Meetings, the Region 2 STEAM Hub meetings, the Local Childcare Planning Council, is a member of the Early Childhood Community of Practice, and is a graduate of the Butte County Community Leadership Program. She has been integral in the

implementation of

the Expanded Learning Opportunity Program throughout the BCOE Collaborative.

Area Coordinators (4):

Area Coordinators report to the Senior Program Director. Area Coordinators are responsible for a cluster of sites located in a particular geographic region in Butte County. Area Coordinators are responsible for consistent and ongoing site visits, site-based coaching and training, and site-based audit compliance. When on site, they meet with principals, teachers, parents and students to assure the program is running smoothly and meeting their needs. They share information about site challenges and successes and provide CQI oversight. They are also responsible for site-based goal setting.

When on site, Area Coordinators conduct a thorough site review and compliance audit to assure all aspects of the ASES grant are being fulfilled. Area Coordinators also resolve staff and parent issues and concerns. At the conclusion of each site visit, the Area Coordinator meets with the Site Coordinator and staff to discuss the site visit, resolve issues or concerns, discuss areas for improvement and most importantly achievement of site-based goals and future steps/actions for continual quality improvement. Area Coordinators also provide site budget oversight.

If a Site Coordinator is unavailable or there is a staff opening, the Area Coordinator is the individual who steps in and manages the site. All Area Coordinators have previously served as Site Coordinators in our program. Area Coordinators are trained in CPR/First Aid.

Area Coordinators serve as leaders and mentors for their Site Coordinators.

Area Coordinator- South County, oversees, Biggs Elementary, Richvale Elementary, Wilson Elementary, McKinley Primary (ELO-P), Sycamore Middle and Manzanita Elementary.

Area Coordinator – Oroville/Palermo, oversees, Wyandotte Academy, Ophir Elementary (ELO-P), Palermo Middle, The Studio @ Central, Honcut Elementary, and Concow at Spring Valley.

Area Coordinator – Oroville/Palermo/Pioneer, oversees, Golden Hills Elementary, Helen Wilcox Elementary, Ishi Hills Middle, Oakdale Heights Elementary, Stanford Avenue Elementary, and Berry Creek Elementary.

Area Coordinator – Thermalito/Paradise/Chico, oversees, Nelson Avenue Middle, Plumas Avenue Elementary, Poplar Avenue Elementary, Sierra Avenue Elementary, Cedarwood Elementary and Nord Country Charter.

Site Coordinators (23):

Site Coordinators report to their respective Area Coordinator. Site Coordinators fully manage their respective sites. They supervise their own staff, are responsible for the student participants and create their own site schedules and enrichment activities. In partnership with their principal, they manage a program that meets the needs of the students, parents, teachers, and the community at large. With the support of their Area Coordinator, Site Coordinators are responsible for maintaining their average daily attendance in order to assure continuous funding. They also manage their site budget and coordinate daily attendance tracking. Site Coordinators serve as leaders and mentors for their respective staff.

If there is any kind of staff shortage, a Site Coordinator is the one to take responsibility for a student group to assure our staff-to-student ratios remain in compliance. Site Coordinators are trained in CPR/First Aid.

School Activity Assistants (SAAs):

The number of SAAs in our program fluctuates throughout the year. Unfortunately, we have faced a severe staffing shortage and have struggled with hiring high quality SAAs to fully support our program. SAAs are represented by the 436 Bargaining Unit. Many of our SAAs are regular day paraprofessionals who already work in the district and in many cases at the site. They know the principal, teachers, parents and students, which greatly assists with regular day connections, homework help and communication.

SAAs are front-line staff who work directly with students, providing homework assistance, enrichment activities, mindful transitions and sports. SAAs are trained in CPR/First Aid.

College Interns:

College Interns are oftentimes Chico State or Butte College students who want to pursue a Liberal Studies Degree to eventually become teachers. Their role on site is similar to that of the SAA, except they most likely are not site paraprofessionals during the regular day. College Interns are trained in CPR/First Aid.

High School Interns:

High School Interns hold non-supervisory positions that support the site and site staff. High School Interns are never included in our staff-to-student ratio. They oftentimes, buddy up with the Site Coordinator and assist whenever possible. As the minimum wage continues to increase and our budget tightens, we are able to hire fewer and fewer High School Interns.

Methods of Communication:

To have a high-quality program it is necessary to have three levels of consistent and ongoing communication. The first level is internal programmatic

communication. At the minimum, sites are to conduct weekly staff meetings to assure everyone is up to date on the latest developments, issues and student concerns. Area groups meet formally on a monthly basis and all program managers meet four times a year. Ongoing and consistent program updates are communicated via email, Zoom or during site meetings.

Of equal important is the communication from the program to the Superintendents, Principals and community partners. Over the years, the Senior Program Director has found that less is sometime more. Administrators are bombarded with emails and their time is precious, thus the Senior Director has limited program-wide communications to quarterly updates when necessary and two formal written communications at the beginning and close of the school year. Less formal forms of communication include emails, phone calls and office visits. Administrators know that they can contact the Senior Director at any time to discuss a site issue or any other subject impacting the delivery of quality service. During the ongoing staffing shortage, we have avoided scheduling collaborative-wide meetings as principals are dealing with site-based staff shortages and their time is spread very thin. We have found that district and one-on-one meetings are easier to schedule and prove to be more successful.

The Senior Director also has scheduled opportunities to meet with county Superintendents at BCOE Superintendent meetings as well as formal presentations to the Butte County Board of Education. Connections are made either in-person or in writing.

Site based communication is vital to the success of our program. Some site staff connect with their principals and teachers on a daily basis, while at larger sites the opportunity to connect may happen weekly during a scheduled sit down. All sites have mailboxes where teachers and staff can leave notes, regular day updates, discipline notices, student updates, etc. for the after school program. Staff also leave written notices in teacher boxes when questions or issues arise about homework or a particular student. Sites know that communication with all staff on a school site is vital. Communicating with the site Custodian, Secretary, Librarian and Food Service Coordinator is vital to the success of a program. Supporting them in their efforts will come back to the program ten-fold. To provide the highest level of support to our students it is necessary that sites have open, honest and ongoing forms of communication with school staff and administrators. The same holds true for parents, community partners and most importantly students.

Site Coordinator and Front-Line Staff have many more opportunities to meet with parents and care-providers and are oftentimes the staff most frequently connected with. ASP staff are often the ones who share vital information to teachers and administrators regarding students and families in our program.

- **Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.**

Program plan review, and revise has been a challenge the past few years. Most recently, our primary focus has been the social-emotional recovery of our staff, students and families.

Recently our collaborative efforts regarding program plan review have been email or face-to-face interactions where we request input allowing us to assess, plan and improve our delivery of services.

- **Describe the system in place to address the following program administration requirements:**

Fiscal Accounting and Reporting Requirements:

The Expanded Learning Program Senior Director has supported the BCOE After School and Summer Enrichment Programs since, October 8, 2001. She works collaboratively with the BCOE Fiscal Administration Division to assure reports are correct, meet grant guidelines/specifications and are submitted prior to deadlines.

The Senior Program Director meets quarterly with Fiscal Administration staff to discuss quarterly reports and projections. The Senior Director monitors individual site budgets on a monthly basis to assure compliance.

The Senior Program Director personally submits all Quarterly Expenditure Reports and Bi-Annual Attendance Reports to assure accuracy and that reporting deadlines are met. She also works closely with department personnel on the collection and reporting for the Annual Grantee Outcome-Based Data Report for Evaluation and Continuous Quality Improvement.

Local Match (cash or in-kind services of one-third of the state grant amount):

The Senior Program Director works closely with District Superintendents and School Boards to draft and approve annual MOUs supporting the one-third in-kind match grant requirement. In doing so, the Senior Program Director assures that only 25% of the overall 33% is designated for facility use.

Attendance Tracking (including sign-in and sign-out procedures):

For more than 20 years, the BCOE Expanded Learning Program has contracted with EZ Reports to provide web-based attendance tracking and data collection for our 25 sites. EZ Reports data is easily uploaded into the CDE Annual Reporting Template.

Site Coordinators are responsible for daily attendance input and assuring that they and or their staff engage in the Attendance Double-Check Process. Area Coordinators are responsible for conducting monthly attendance audits as a component of their site visits.

All students must sign-in at the beginning of program and sign-out at the end of the after school program. All students must be signed out by a designated adult or have written permission from a parent or guardian to sign themselves out in order to walk or bike home. Permission to sign themselves out is a section on our Enrollment Form, which must be signed by a parent or guardian.

Early Release and Late Arrival Policies and Procedures:

The following Early Release policy is highlighted on our student Enrollment Form, in our Parent/Student Handbook, as well as posted at sign-in and sign-out locations on campus.

Early Release Policy

I understand that the intent of the BCOE After-School Program is to keep my child safe and engaged in meaningful activities after school each day until around 6:00 p.m. Our policy is to release students from one safe environment to another safe environment – specifically, from the Program into the custody of a parent or guardian. If another arrangement needs to be made in an exceptional situation (i.e., dental or doctor appointment, last available bus, parent choice, special activity or other organized function); please let us know in advance and specify reason for early departure on the sign in/out sheet. I understand and agree to comply with the Early Release Policy.

Daily student sign-out forms list acceptable early release options, which parents must check-off as the reason for the early pick-up.

12–Sustainability:

- **Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.**

Financial sustainability beyond the ASES Grant is extremely difficult in rural and frontier communities. We do not have large employers or funders from which to solicit. Sustainability in our communities is assuring we provide academically based, engaging, and safe programs for all student participants.

We do our best to enhance our programs through outside grant opportunities that allow for us to purchase items, otherwise, prohibitive through our limited ASES funds. As the minimum wage increases and more of our grant dollars are dedicated to personnel costs, we must get creative in how we seek funds to purchase technology, curricula, etc.

Due to the diverse nature of our sites, each Site and Area Coordinator, work closely with site principals to determine local entities for program support and sustainability. Some communities partner with the local service clubs, while

others work with local churches, Granges and grocers. We have frontier sites that are stand-alone without a surrounding community.

The Senior Program Director and Program Coordinator are continually seeking low or no cost opportunities that benefit all 25 program sites.

With the passage of the legislation to fund the Expanded Learning Opportunity Program (ELO-P) and the subsequent financial appropriations to the districts, the BCOE Expanded Learning Program has shifted focus from ASES sustainability to how we best support our districts in creating a seamless expanded learning opportunity for all students during the school year and summer.

13 – Questions Pertaining to ELO-P:

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The following LEAs are engaged participants in the BCOE Expanded Learning Program, Biggs, Nord Country, Gridley, Manzanita, Oroville City, Palermo, Paradise, and Thermalito. BCOE is their ASES fiscal agent and each district has established a contract agreement for the provision of Expanded Learning Opportunity Program requirements and activities. Since BCOE serves as the sole program provider for both ASES and ELO-P its ability to create a single, comprehensive program is far greater than having a variety of service providers.

The BCOE Expanded Learning Program has been providing after school and supplemental programming since 1998. It is well equipped to expand existing programs in accordance with the ELO-P legislative requirements. It is also able to discern which legislative, and audit and compliance requirements are the most stringent, for example, all programs will need to remain open until 6:00 p.m. even though the ELO-P 9-hour requirement is met. The ASES requirement to remain open until at least 6:00 p.m. is the more stringent of the two funding sources. Another example is the need to track all student attendance for year-end reporting purposes. This ASES Program requirement is the most stringent and will need to be implemented for all funding sources.

The BCOE Expanded Learning Program will closely monitor all program expenditures to assure all ASES funds are exhausted first in accordance with audit and compliance guidelines and ELO-P funding is used for expansion efforts to serve all remaining students and families.

LEAs have been given the opportunity to fine-tune each question with details unique to their program, while still embracing the ongoing efforts of the BCOE ASES/ELO-P collaborative.

Transitional Kindergarten and Kindergarten Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Transitional kindergarten and kindergarten pupils will be combined into groups of 10 students with one supervising adult. The district is partnering with the Butte County Office of Education's, Child Development Programs & Services (CDPS), to provide age-appropriate professional development for front-line staff. CDPS provides information, resources, and support related to the professional development needs of the early care and education workforce, and assists early childhood educators in competencies related to school readiness and early literacy supports. When early care and education professionals participate in professional opportunities for growth and education, they are better prepared to care for and teach children. Research has shown that these professionals are happier in their profession and place of employment, and the children in their care score higher on developmental scales. Professional Services seeks to support these professionals in a variety of ways in their quest and acquisition of specialized education and skills. CDPS also provides support services through a variety of grant-funded projects utilizing the expertise of specialists. These specialties include early care and education; early literacy and language development; school readiness and kindergarten transition; social and emotional skills development; health education; parent and family support; and community partnership. These efforts are designed to bring enhanced services, mentoring, and support directly to early learning and care sites to improve quality care and education offered to children. In addition, Expanded Learning Site Coordinators will collaborate with district-certificated staff to help design programming that meet pupil needs. Staff will also have an opportunity to participate in age-appropriate professional development provided by the Region 2 Learning Support Team.

Expanded Learning staff working with transitional kindergarten and kindergarten pupils will be encouraged to register for the California Early Care and Education Workforce Registry where they can search available trainings focusing on early childhood.

CDPS will also provide support in the selection, purchase and training of age-appropriate curricula for transitional kindergarten students.

Sample Schedule:

Final School Bell and Student Sign-In
Supper Meal and Outdoor Activity (30 minutes)
Quiet/Story Time (30 minutes)
Homework Time (30 minutes)
SEL Activities (30 minutes)
Structured Outdoor Activity (30 minutes)
Enrichment and Sign-Out (60 minutes)

Sample Program Schedule:

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Grades 1 – 6

After School Program	Final School Bell – 6:00pm
2:30-3:00pm	Sign-In/Supper Meal/Outdoor Activities
3:00-4:00pm	Academic Hour – Homework Help, Reading for Reading Logs, Classwork Catch-Up, Educational Activities
4:00-4:30pm	Recreation – CATCH Activities, Soccer, Basketball, First Tee Golf, Yoga, Frisbee, Badminton, Go Noodle
4:30-5:30pm	Enrichment – Coding, Hands-On Science, Visual and Performing Arts, Social Emotional Learning, Nutrition, Cooking, Virtual Field Trips, Environmental Literacy, Project-Based Learning, Career Pathways
5:30-6:00pm	Wrap-Up Routine/Sign-out – Read to Self, Teambuilding Activities, Minute to Win It Games, Trivia Games, iPad/Chromebook Educational Games

Transitional Kindergarten & Kindergarten

After School Program	Final School Bell – 6:00pm
2:30-3:00pm	Sign-In/Supper Meal or Snack/Outdoor Activities
3:00-3:30pm	Reading/Story Time
3:30-4:00pm	Academic Engagement
4:00-4:30pm	Social, Emotional Learning Activities
4:30-5:00pm	Structured Outdoor Activity
5:00-6:00pm	Enrichment and Sign-Out

Grades 1-6

All districts provide academic programming between the hours of 8:00 am – Noon

Summer/Intersession Engaged/Hands-on Enrichment	5 Hour Day 12:00 – 5:00pm Follows district summer school (8:00 – 12:00)
12:00 – 1:00pm	Sign-In/Lunch/ Social Emotional Learning – Random Acts of Kindness, Mind Up, Great Kindness Challenge, Mindful Games Activity Cards
1:00 – 2:00pm	Outdoor Recreation – CATCH Activities, Soccer, Basketball, First Tee Golf, Frisbee, Badminton, Go Noodle, Yoga
2:00 – 3:00pm	Clubs – Coding/Technology Exploration - MakeyMakey, Root, Marty, Bolt, Evo, littleBits, Cubelets, Vex GO, Vex 123, Dash & Dot, Bee Bots, Animation, Drones, Game Design, Digital Editing, Virtual Reality Expeditions, Green Screen Storytelling Nutrition/Cooking – Healthy Behaviors, Top Chef Duel, Taste Testing, Baking & Decorating Challenges, Farmer’s Markets, Mobile Teaching Kitchen, Multicultural Project-Based Learning - Junk Drawer Robotics, Piper, Video Production, Design & Build
3:00 – 3:30pm	Snack or Supper Meal
3:30 – 4:30pm	Clubs – Hands-On Science/Environmental Literacy – Steve Spangler Science, Chemistry Experiments, Simple Machines, Power of the Wind, Magic of Electricity, Flight & Aerodynamics, Dirt Camp, Gardening, Build A Better World Visual and Performing Arts – Painting, Drawing, Sculpture, Art History, Multicultural Art, Music, Theater, Dance Virtual Field Trips – California State Parks, Google Expeditions
4:30 – 5:00pm	Wrap-Up Routine/Sign-Out – Read to Self, Go Noodle, Teambuilding Activities, Minute to Win It Games, Trivia Games, Chess, iPad/Chromebook Educational Games

Sample schedules are just a snapshot of the diverse learning opportunities available to students.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biggs Elementary School	04614086002943	May 24, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Biggs Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Biggs Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

As a Title I Schoolwide Program, Biggs Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, the i-Ready program, and running records, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with BUSD LCAP goals. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Biggs Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did Biggs Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC and ELAC planning process

October 12, 2023 We held elections, went over the bi-laws, and set dates for the upcoming meetings. .

January 25, 2024 Input for the LCAP and SPSA. Improving scores, increasing parent engagement, providing a counselor, more afterschool programs, and incentives for attendance and achievement.

May 21, 2024 approve the SPSA

Goals are in line with the district LCAP

Goal 1: Create conditions for college and career readiness

Goal 2: Plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.

Goal 3: Promote student engagement and a school culture conducive to learning

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension rate is in the orange (6.3%) Students with disabilities is in the orange (8.2%) White students (9.8%)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

ELA: ELD students are the red. Math: ELD (104.1 PBS); Hispanic (101 PBS); Low income (98.7 PBS)
Chronic Absenteeism: Hispanic 23%, homeless 29.1%, Students with disabilities 32.2%.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Biggs Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.84%	0.3%	3	3	1
African American	3.9%	3.36%	2.4%	13	12	8
Asian	2.4%	2.24%	4.2%	8	8	14
Filipino	%	%	0%		0	0
Hispanic/Latino	40.2%	40.06%	40.54%	136	143	135
Pacific Islander	0.6%	0.28%	0.3%	2	1	1
White	51.8%	52.94%	51.95%	175	189	173
Multiple/No Response	0.3%	0.28%	0.3%	1	1	1
Total Enrollment				338	357	333

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	52	48
Grade 1	43	37	31
Grade 2	40	35	31
Grade 3	31	37	33
Grade 4	34	37	31
Grade 5	33	36	34
Grade 6	37	36	29
Grade 7	32	52	45
Grade 8	39	35	51
Total Enrollment	338	357	333

Conclusions based on this data:

- White and Hispanic students make up the majority of the student population
- The school enrollment is declining

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	40	39	35	11.8%	10.9%	10.5%
Fluent English Proficient (FEP)	32	31	32	9.5%	8.7%	9.6%
Reclassified Fluent English Proficient (RFEP)	3			7.5%		9.0%

Conclusions based on this data:

1. We have a slight decline in English learners
2. Fluent English proficient stayed the same
3. The rate for reclassification declined by 3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	32	33	0	31	32	0	31	32	0.0	96.9	97.0
Grade 4	35	36	28	0	35	26	0	35	26	0.0	97.2	92.9
Grade 5	32	34	36	0	34	36	0	34	36	0.0	100.0	100.0
Grade 6	40	37	31	0	36	31	0	36	31	0.0	97.3	100.0
Grade 7	32	52	41	0	50	41	0	50	41	0.0	96.2	100.0
Grade 8	42	34	50	0	33	50	0	33	50	0.0	97.1	100.0
All Grades	216	225	219	0	219	216	0	219	216	0.0	97.3	98.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2419.	2367.		22.58	0.00		22.58	31.25		22.58	21.88		32.26	46.88
Grade 4		2396.	2445.		8.57	23.08		11.43	3.85		17.14	42.31		62.86	30.77
Grade 5		2456.	2438.		8.82	5.56		23.53	22.22		20.59	19.44		47.06	52.78
Grade 6		2471.	2514.		2.78	12.90		19.44	29.03		38.89	29.03		38.89	29.03
Grade 7		2507.	2504.		6.00	2.44		24.00	31.71		40.00	26.83		30.00	39.02
Grade 8		2533.	2519.		12.12	4.00		21.21	22.00		27.27	40.00		39.39	34.00
All Grades	N/A	N/A	N/A		9.59	6.94		20.55	24.07		28.77	30.09		41.10	38.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58	3.13		54.84	68.75		22.58	28.13
Grade 4		8.57	*		51.43	*		40.00	*
Grade 5		2.94	11.11		70.59	52.78		26.47	36.11
Grade 6		8.33	19.35		58.33	54.84		33.33	25.81
Grade 7		4.00	19.51		70.00	46.34		26.00	34.15
Grade 8		12.12	6.00		60.61	62.00		27.27	32.00
All Grades		9.13	12.04		61.64	58.33		29.22	29.63

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45	0.00		58.06	50.00		35.48	50.00
Grade 4		5.88	*		41.18	*		52.94	*
Grade 5		5.88	0.00		61.76	61.11		32.35	38.89
Grade 6		0.00	12.90		50.00	54.84		50.00	32.26
Grade 7		6.00	7.32		62.00	56.10		32.00	36.59
Grade 8		9.09	6.00		60.61	56.00		30.30	38.00
All Grades		5.50	6.02		55.96	56.48		38.53	37.50

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.68	0.00		80.65	84.38		9.68	15.63
Grade 4		8.57	*		62.86	*		28.57	*
Grade 5		8.82	11.11		73.53	72.22		17.65	16.67
Grade 6		16.67	9.68		52.78	77.42		30.56	12.90
Grade 7		16.00	9.76		60.00	73.17		24.00	17.07
Grade 8		24.24	8.00		57.58	76.00		18.18	16.00
All Grades		14.16	8.80		63.93	75.93		21.92	15.28

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.03	3.13		48.39	59.38		22.58	37.50
Grade 4		5.71	*		62.86	*		31.43	*
Grade 5		2.94	0.00		64.71	75.00		32.35	25.00
Grade 6		5.56	22.58		69.44	54.84		25.00	22.58
Grade 7		8.00	9.76		66.00	58.54		26.00	31.71
Grade 8		21.21	4.00		54.55	66.00		24.24	30.00
All Grades		11.42	6.94		61.64	64.35		26.94	28.70

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Conclusions based on this data:

1. School and district wide the CAASP scores improved.
2. We will continue to use standards aligned instructional materials to teach state standards.
3. We will continue to provide intervention based on analysis of student data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	32	33	0	31	32	0	31	32	0.0	96.9	97.0
Grade 4	35	36	28	0	35	26	0	35	26	0.0	97.2	92.9
Grade 5	32	34	36	0	34	36	0	34	36	0.0	100.0	100.0
Grade 6	40	37	31	0	36	31	0	36	31	0.0	97.3	100.0
Grade 7	32	52	41	0	51	41	0	51	41	0.0	98.1	100.0
Grade 8	42	34	50	0	33	50	0	33	50	0.0	97.1	100.0
All Grades	216	225	219	0	220	216	0	220	216	0.0	97.8	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.	2404.		19.35	6.25		32.26	31.25		22.58	25.00		25.81	37.50
Grade 4		2374.	2449.		0.00	11.54		5.71	19.23		22.86	38.46		71.43	30.77
Grade 5		2435.	2411.		8.82	2.78		5.88	5.56		17.65	16.67		67.65	75.00
Grade 6		2447.	2472.		5.56	3.23		11.11	19.35		25.00	29.03		58.33	48.39
Grade 7		2454.	2470.		3.92	2.44		3.92	14.63		23.53	26.83		68.63	56.10
Grade 8		2411.	2450.		0.00	4.00		3.03	6.00		15.15	20.00		81.82	70.00
All Grades	N/A	N/A	N/A		5.91	4.63		9.55	14.81		21.36	25.00		63.18	55.56

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58	12.50		41.94	53.13		35.48	34.38
Grade 4		2.86	*		22.86	*		74.29	*
Grade 5		2.94	0.00		29.41	27.78		67.65	72.22
Grade 6		5.56	3.23		33.33	35.48		61.11	61.29
Grade 7		1.96	2.44		41.18	41.46		56.86	56.10
Grade 8		3.03	2.00		21.21	34.00		75.76	64.00
All Grades		5.91	5.56		32.27	37.96		61.82	56.48

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.13	18.75		58.06	50.00		25.81	31.25
Grade 4		0.00	*		34.29	*		65.71	*
Grade 5		8.82	2.78		38.24	33.33		52.94	63.89
Grade 6		2.78	9.68		44.44	45.16		52.78	45.16
Grade 7		3.92	4.88		47.06	51.22		49.02	43.90
Grade 8		3.03	2.00		21.21	54.00		75.76	44.00
All Grades		5.45	7.87		40.91	46.76		53.64	45.37

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58	9.38		54.84	68.75		22.58	21.88
Grade 4		0.00	*		45.71	*		54.29	*
Grade 5		2.94	0.00		52.94	50.00		44.12	50.00
Grade 6		8.33	9.68		63.89	64.52		27.78	25.81
Grade 7		1.96	0.00		50.98	68.29		47.06	31.71
Grade 8		0.00	4.00		42.42	50.00		57.58	46.00
All Grades		5.45	5.09		51.82	59.72		42.73	35.19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. We showed improvement overall district wide on math CAASP scores.
2. We will continue to use standards aligned instructional materials to teach state standards.
3. Data analysis of both the interim tests and curriculum embedded assessments will be utilized to determine student weaknesses and strengths and interventions will be aligned to achieve student mastery of common core standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	*	5
1	*	*	*	*	*	*	*	*	*	5	*	*
2	*	*	*	*	*	*	*	*	*	8	5	*
3	*	*	*	*	*	*	*	*	*	*	6	5
4	*	*	*	*	*	*	*	*	*	4	*	5
5	*	*	*	*	*	*	*	*	*	*	6	*
6	*	*	*	*	*	*	*	*	*	5	4	6
7	*	*	*	*	*	*	*	*	*	4	6	4
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										40	37	37

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	16.22	5.41	37.50	27.03	40.54	27.50	35.14	27.03	22.50	21.62	27.03	40	37	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.50	37.84	32.43	45.00	37.84	32.43	17.50	13.51	16.22	15.00	10.81	18.92	40	37	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	5.41	2.70	15.00	16.22	13.51	37.50	43.24	37.84	37.50	35.14	45.95	40	37	37

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	18.92	10.81	82.50	67.57	67.57	7.50	13.51	21.62	40	37	37

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	48.65	56.76	45.00	32.43	27.03	17.50	18.92	16.22	40	37	37

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	8.11	2.70	37.50	40.54	40.54	50.00	51.35	56.76	40	37	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.50	2.70	10.81	57.50	70.27	59.46	35.00	27.03	29.73	40	37	37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. District wide, 50% of students showed improvement on the ELPAC.
2. District wide, 9% of students were reclassified.
3. We will provide training to teachers on designated and integrated ELD instruction.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
333	65.8	10.5	2.7
Total Number of Students enrolled in Biggs Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	10.5
Foster Youth	9	2.7
Homeless	47	14.1
Socioeconomically Disadvantaged	219	65.8
Students with Disabilities	48	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.4
American Indian	1	0.3
Asian	14	4.2
Hispanic	135	40.5
Two or More Races	1	0.3
Pacific Islander	1	0.3
White	173	52

Conclusions based on this data:

1. Percentage of students in each subgroup stayed consistent.

2. Over half of Biggs Elementary School students fall within socioeconomically disadvantaged subgroup.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

- All areas on the performance dashboard are concerning, except for English Learner progress.
- We have shown improvement from the prior year.
- We will continue to work on ELA, Math, the suspension rate and chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

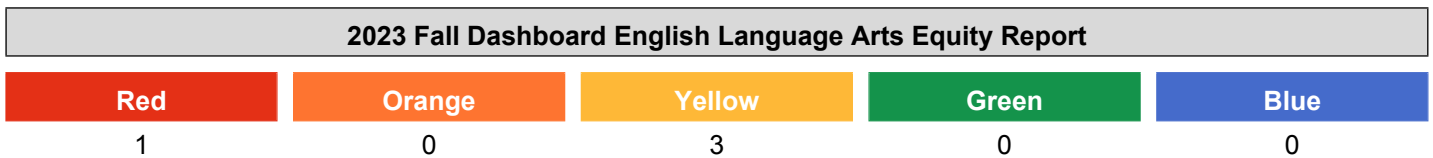
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Red	Less than 11 Students
42.3 points below standard	78.2 points below standard	7 Students
Increased +6.4 points	Decreased Significantly -20.1 points	
204 Students	37 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
9.9 points below standard	 Yellow	120 points below standard
Increased Significantly +18.4 points	55.8 points below standard	Decreased -7 points
23 Students	Increased +13.6 points	29 Students
	132 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.1 points below standard Increased +9.8 points 87 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 Yellow 24.1 points below standard Increased +4.1 points 103 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.8 points below standard Decreased Significantly -43.9 points 19 Students	21.7 points below standard Decreased -13.9 points 18 Students	37.2 points below standard Increased +10.6 points 155 Students

Conclusions based on this data:

1. Overall, BUSD increased significantly.
2. ELD students decreased significantly.
3. Homeless and students with disabilities decreased significantly.

School and Student Performance Data

Academic Performance Mathematics

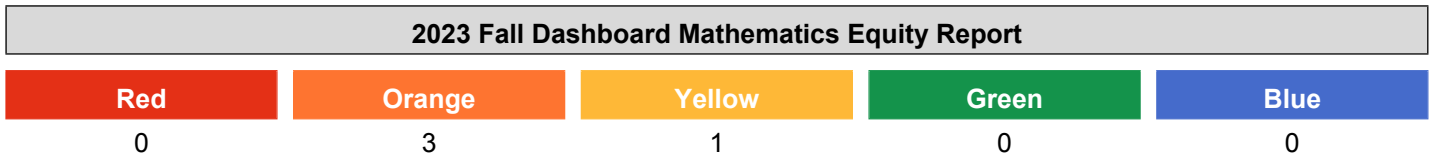
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 85.6 points below standard Increased Significantly +17.6 points 205 Students	English Learners  Orange 104.1 points below standard Increased +6.2 points 37 Students	Foster Youth Less than 11 Students 7 Students
Homeless 92.5 points below standard Increased Significantly +15.1 points 23 Students	Socioeconomically Disadvantaged  Orange 98.7 points below standard Increased Significantly +21 points 133 Students	Students with Disabilities 143.2 points below standard Increased +7.8 points 29 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 101 points below standard Increased Significantly +22.4 points 87 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 Yellow 72.9 points below standard Increased +10.7 points 104 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.2 points below standard Maintained +2.3 points 19 Students	74.4 points below standard Decreased -5.1 points 18 Students	82.7 points below standard Increased Significantly +17.7 points 156 Students

Conclusions based on this data:

1. Overall, we increased significantly..
2. Students with disabilities maintained.

School and Student Performance Data

Academic Performance English Learner Progress

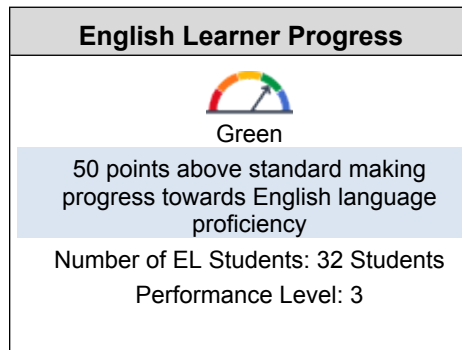
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	13	0	16

Conclusions based on this data:

1. We are in the GREEN!

School and Student Performance Data

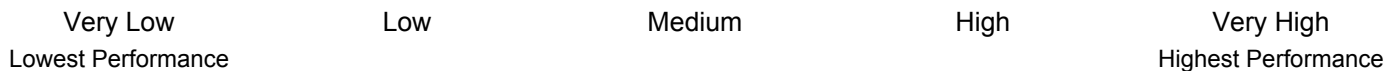
Academic Performance College/Career Report

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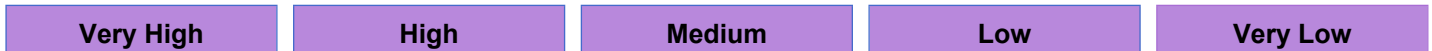
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



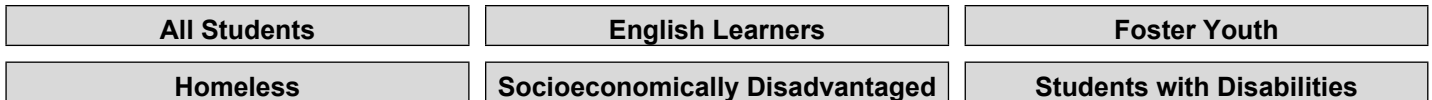
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 23.9% Chronically Absent Declined Significantly -22.7 352 Students	English Learners Yellow 15.2% Chronically Absent Declined -18.9 46 Students	Foster Youth Less than 11 Students 9 Students
Homeless Orange 29.1% Chronically Absent Declined -34.5 55 Students	Socioeconomically Disadvantaged Yellow 27.7% Chronically Absent Declined Significantly -24.7 238 Students	Students with Disabilities Orange 32.2% Chronically Absent Declined -33.9 59 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">7.1% Chronically Absent</p> <p align="center">0</p> <p align="center">14 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">23% Chronically Absent</p> <p align="center">Declined -24.4</p> <p align="center">148 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">26.8% Chronically Absent</p> <p align="center">Declined Significantly -18.5</p> <p align="center">179 Students</p>

Conclusions based on this data:

1. Chronic absenteeism has declined significantly for all groups.
2. Our only group in the orange is the homeless group.

School and Student Performance Data

Conditions & Climate Suspension Rate

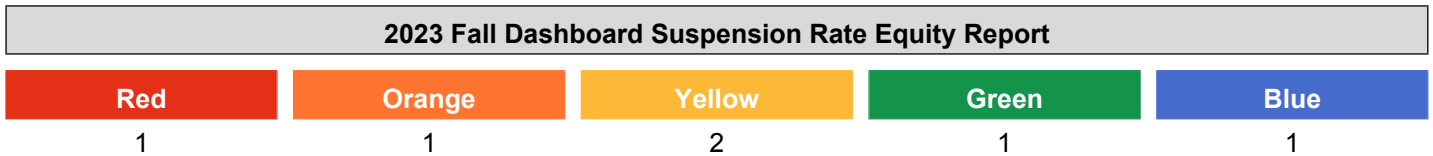
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Blue	Less than 11 Students 9 Students
6.3% suspended at least one day	0% suspended at least one day	
Declined -0.9 364 Students	Declined -4.9 47 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Yellow	 Orange
5.2% suspended at least one day	6.9% suspended at least one day	8.2% suspended at least one day
Declined -10.4 58 Students	Declined Significantly -3.3 247 Students	Declined -2 61 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day 14 Students</p>	<p> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green 2.6% suspended at least one day Declined Significantly -2.8 155 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 1 Student</p>	<p> Red 9.8% suspended at least one day Increased 0.6 184 Students</p>

Conclusions based on this data:

1. Suspension rate remains a concern.
2. We have plans in place to reduce suspension for our white population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

BES will provide conditions of learning to develop college and career ready students to promote to the next grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 1: BES will provide conditions of learning to develop college and career ready students to promote to the next grade.

Identified Need

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

1. Ensure our teachers are properly qualified and credentialed as only 86% are fully credentialed.
2. Need a school counselor and are actively looking for a qualified candidate.
3. We are piloting math curriculum that is aligned with the new Math Framework as well as the state standards.
4. We are looking to pilot ELA curriculum in the next two years.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fully credentialed teachers	86%	100%
Standards aligned Instructional materials	100% access to instructional materials SARC	Maintain 100%
Hiring a qualified counselor	currently no counselor	Hire a qualified counselor

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	BUSD will hire and maintain fully credentialed and appropriately assigned teachers. All teachers TK-8 have multiple subject credentials. Teachers in 9-12 have single subject credentials in the subject they teach.	All students	303,889.36 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Salaries and benefits 300,000

			LCFF - Supplemental
1.2	We will pilot and purchase new Math and ELA curriculum in grades TK-12 in order to provide curriculum in the most current California State Standards.. We will maintain and provide supplementary curriculum as needed in social studies, science. and ELD curriculum in grades TK-12 in current California State Standards.	All students	90,145.00 Title I Part A: Allocation 4000-4999: Books And Supplies Curriculum 29,835.00 Title I Part A: Allocation 3000-3999: Employee Benefits
1.3	Fund a fulltime counselor with 15 extra days to provide students support at the elementary level.	Students who would benefit from counseling	20,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor None Specified None Specified
1.4	Professional Development: provide professional development in math, ELA, history and science		4000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development Other None Specified Other None Specified
1.5	New Teacher Support: Play for new teachers induction program	All students	8,000 LCFF - Supplemental
1.6	Classified Staff: Provide paras to support classroom teachers and supervise recesses. We will also provide training for the paras to allow them to facilitate reading groups in the classrooms.	All students	100,000 LCFF - Supplemental
1.7	Family Literacy Night	All students	1000 LCFF - Supplemental
1.8	STEM Night: Provide an evening for families to introduce NGSS standards through exploration	All students	1000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All of these actions were implemented. We provided professional development, did our best to provide credentialed teachers, provided a STEM night and a Family Literacy Night, provided new teachers induction, provided para professionals and provided standards aligned instructional materials. Family Night will be improved moving forward. Free books will be provided and students will have access to the book fair. All of these actions were effective in helping create the optimal conditions for learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Will will improve Family Literacy Night by hosting it as a stand alone event where activities take place in the classrooms. In addition, we will be piloting new math and reading curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

BES will analyze data and provide plans and programs to maximize student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: BUSD will plan programs, develop plans, and provide data from assessments that will maximize student outcomes.

Identified Need

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

Biggs Elementary has improved math scores by 17.6 points and ELA by 6.4 points but we strive for a more robust improvement. We will pilot math curriculum aligned with the new Framework to improve student math performance. Our PD is directed at best practices in math instruction. We also need to raise our ELD reclassification %.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for both a data coordinator and professional development time	All students, with an emphasis on ELD students	0 LCFF 5000-5999: Services And Other Operating Expenditures
2.2	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady K-5 and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	All students, with an emphasis on ELD students .	0

2.3	Maintain an ELA intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in ELA best practices, and pull out struggling students for intervention.	All students, with an emphasis on ELD students	71943 LCFF - Supplemental
2.4	Students will receive designated and ELD services from a credentialed teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. Middle school and high school will get additional pull out support. This action should improve the CAASPP scores in ELA for ELD students districtwide and at Biggs Elementary, which is in the red on the California School Dashboard.	All students with an emphasis on ELD	5000 LCFF - Supplemental
2.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

BUSD will improve student engagement and school climate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 3: Biggs Unified School District will promote student engagement and a school culture conducive to learning.

Identified Need

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

Our approach to improving school climate consists of improving parent involvement, addressing SEL needs through curriculum, use of a counselor, and an alternative plan to suspensions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	BES and RES will increase family events by adding a math night, grandparents day, and parent coffees.	All students	1000 LCFF - Supplemental None Specified
3.2	Implement a schoolwide PBIS system that encourages and rewards positive behavior. We will work with BCOE to provide training to teachers and administrators on PBIS. Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Biggs Elementary Code of Conduct supported by all staff.	.All students	5000 LCFF - Supplemental None Specified

3.3	<p>Alternatives to suspensions: We will provide a reflection room as an alternative to suspension. The reflection room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for white students.</p>	All students	<p>0 Other None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
3.4	<p>SEL Curriculum: Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. We are in the process of hiring a counselor.</p>	All students	<p>10,000 LCFF - Supplemental</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$950,812.36
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$119,980.00
Title I Part A: Basic Grants Low-Income and Neglected	\$303,889.36

Subtotal of additional federal funds included for this school: \$423,869.36

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$0.00
LCFF - Supplemental	\$526,943.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$526,943.00

Total of federal, state, and/or local funds for this school: \$950,812.36

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
LCFF - Supplemental	526,943.00
Other	0.00
Title I Part A: Allocation	119,980.00
Title I Part A: Basic Grants Low-Income and Neglected	303,889.36

Expenditures by Budget Reference

Budget Reference	Amount
	486,943.00
1000-1999: Certificated Personnel Salaries	323,889.36
3000-3999: Employee Benefits	29,835.00
4000-4999: Books And Supplies	90,145.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00
	LCFF - Supplemental	496,943.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000.00
None Specified	LCFF - Supplemental	6,000.00
None Specified	Other	0.00
3000-3999: Employee Benefits	Title I Part A: Allocation	29,835.00
4000-4999: Books And Supplies	Title I Part A: Allocation	90,145.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	303,889.36

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	857,869.36
Goal 2	76,943.00
Goal 3	16,000.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tracey McPeters	Principal
Holly Perkins	Classroom Teacher
Monica McDaniel	Classroom Teacher
Justine Speegle	Classroom Teacher
Emily Bertalino	Parent or Community Member
Kelly Lewis	Parent or Community Member
Brandi Mower	Parent or Community Member
Ashley Tanner	Parent or Community Member
Janet Thao	Parent or Community Member
MaryCarmen Raya	Parent or Community Member
Allison Thangval	Other School Staff
Natali Gonzalez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Tracey McPeters on May 24, 2024

SSC Chairperson, Kelly Lewis on May 24, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Richvale Elementary School	04614086002950	May 24, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Richvale Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Richvale Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Richvale's school site council meets regularly during the school year to review and update the school plan, including proposed expenditures. School goals are based upon comprehensive needs assessments that includes an analysis of verifiable state data, including information displayed on CA School Dashboard. Other district and school data, including interim assessments, I ready, and running records are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with BUSD LCAP goals. Input and advice is solicited from school advisory committee including ELAC and school leadership team. The Richvale Elementary School Plan addresses how LCFF will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did Richvale Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC and ELAC planning process

October 12, 2023 We held elections, went over the bi- laws, and set dates for the upcoming meetings. .

January 25, 2024 Input for the LCAP and SPSA. Improving scores, increasing parent engagement, providing a counselor, more afterschool programs, and incentives for attendance and achievement.

May 24, 2024 approve the SPSA

Goals are in line with the district LCAP

Goal 1: Create conditions for college and career readiness

Goal 2: Plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.

Goal 3: Promote student engagement and a school culture conducive to learning

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Richvale Elementary has no indicators in the Red or Orange. ELA is 24.8 PBS, Math 11.7 PBS and Chronic Absenteeism is Green at 9.1%

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There are no disaggregated results because of the small size of the school.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Richvale Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0%		0	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	10.5%	10.00%	16.67%	4	4	7
Pacific Islander	%	%	0%		0	0
White	89.5%	90.00%	83.33%	34	36	35
Multiple/No Response	%	%	0%		0	0
Total Enrollment				38	40	42

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 1	3	5	4
Grade 2	9	5	11
Grade 3	3	8	5
Grade 4	6	5	9
Grade 5	8	9	4
Grade 6	9	8	9
Total Enrollment	38	40	42

Conclusions based on this data:

1. The majority of the students are white.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	1	1	2	2.6%	2.5%	4.8%
Fluent English Proficient (FEP)	2	1	1	5.3%	2.5%	2.4%
Reclassified Fluent English Proficient (RFEP)	1			100.0%		

Conclusions based on this data:

1. Richvale stays constant in a low percentage of ELD students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	10	5	0	7	5	0	7	5		70.0	100.0
Grade 4	6	5	10	0	5	8	0	5	8	0.0	100.0	80.0
Grade 5	8	10	4	0	9	4	0	9	4	0.0	90.0	100.0
Grade 6	9	7	9	0	7	8	0	7	8	0.0	100.0	88.9
All Grades	26	32	28	0	28	25	0	28	25	0.0	87.5	89.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		17.86	24.00		42.86	20.00		21.43	36.00		17.86	20.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Richvale did not show improvement for ELA CAASPP but maintains good scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	10	5	0	7	5	0	7	5		70.0	100.0
Grade 4	6	5	10	0	5	9	0	5	9	0.0	100.0	90.0
Grade 5	8	10	4	0	9	4	0	9	4	0.0	90.0	100.0
Grade 6	9	7	9	0	7	8	0	7	8	0.0	100.0	88.9
All Grades	26	32	28	0	28	26	0	28	26	0.0	87.5	92.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		14.29	19.23		32.14	42.31		28.57	23.08		25.00	15.38

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Richvale has improved significantly in math CAASPP scores.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*
All Grades										*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 1.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
42	21.4	4.8	
Total Number of Students enrolled in Richvale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	4.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	9	21.4
Students with Disabilities	4	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	7	16.7
White	35	83.3

Conclusions based on this data:

1. Richvale is mostly white, with a small percentage of Hispanic.
2. Richvale has a low percentage of socioeconomically disadvantaged students.

School and Student Performance Data

Overall Performance


The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
	Chronic Absenteeism  Green	Suspension Rate  Blue

Conclusions based on this data:

1. Chronic Absenteeism is good.
2. There is no color for math and ELA based on small student population.
3. The suspension rate is great.

School and Student Performance Data

Academic Performance English Language Arts

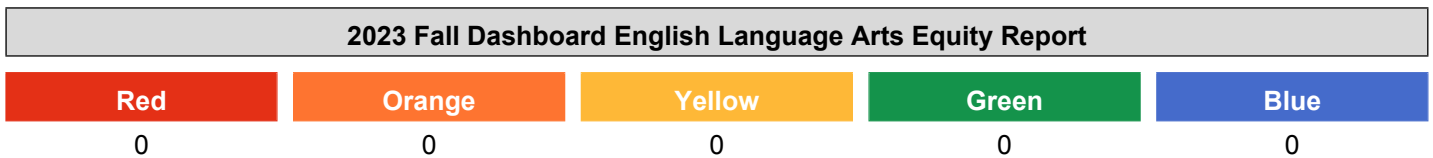
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 24.8 points below standard Maintained +0.7 points 25 Students	English Learners Less than 11 Students 2 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 5 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	27.1 points below standard Increased +3.3 points 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 1 Student	21.4 points below standard Increased +4.4 points 23 Students

Conclusions based on this data:

1. We are maintaining ELA

School and Student Performance Data

Academic Performance Mathematics

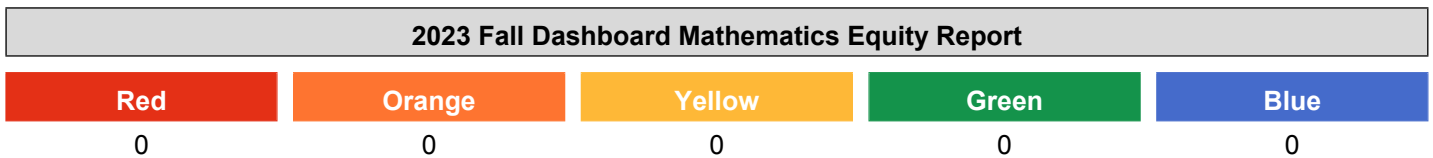
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
11.7 points below standard Increased Significantly +42.9 points 25 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	<div style="background-color: #e0e0e0; padding: 2px;">21.9 points below standard</div> Increased Significantly +39.2 points 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 1 Student	<div style="background-color: #e0e0e0; padding: 2px;">14.1 points below standard</div> Increased Significantly +40.8 points 23 Students

Conclusions based on this data:

1. We made huge gains in math.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 2 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

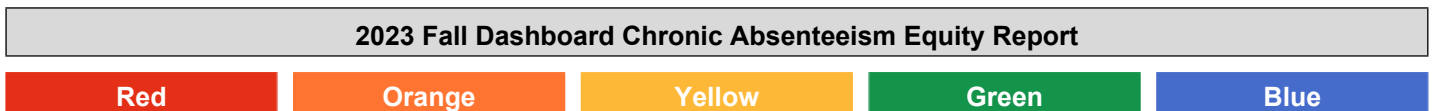
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”










This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 9.1% Chronically Absent Declined -32.2 44 Students	English Learners Less than 11 Students 3 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 10 Students	Students with Disabilities Less than 11 Students 5 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 10.8% Chronically Absent Declined -25.1 37 Students

Conclusions based on this data:

1. We made gains on student attendance.

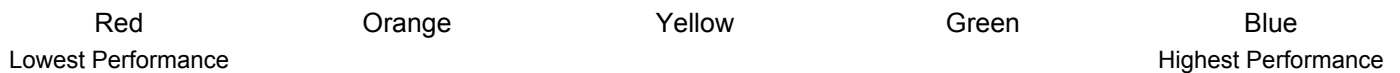
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

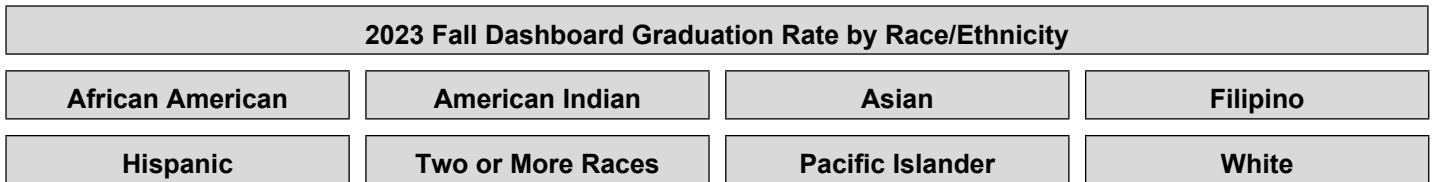
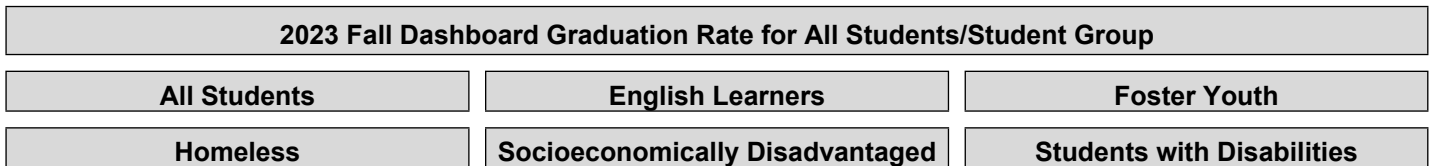
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

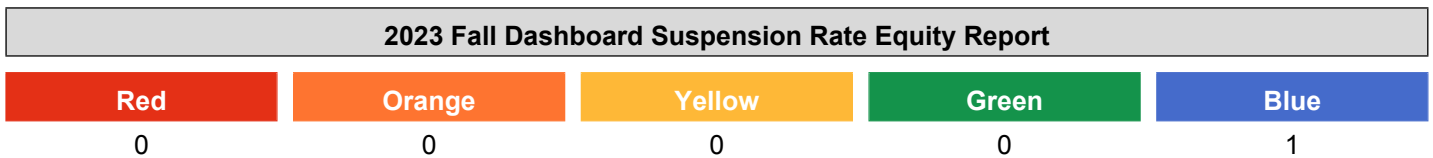
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”










This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0 44 Students	English Learners Less than 11 Students 3 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 10 Students	Students with Disabilities Less than 11 Students 5 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 37 Students

Conclusions based on this data:

1. This is excellent

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide conditions of learning to develop college and career ready students to promote to the next grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: BUSD will provide conditions of learning to develop college and career ready students.

Identified Need

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

We have many needs to improve learning conditions. Only 86% of our teachers are fully credentialed. We have instructional aligned materials, but need to pilot a new math program this year. We are looking at piloting ELA programs in the next three years. We need professional development to improve the delivery of state standards. We also need to help teachers clear their credential through paying for their induction program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fully credentialed teachers	86%	100%
Standards Aligned Instructional Materials	100% Access to instructional materials SARC	Maintain 100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Certificated Staff: Hire appropriately credentialed and assigned teachers	All students	300,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salaries and Benefits
1.2	Standards Aligned Instructional Materials: Provide standards aligned curriculum for Math/ ELA/ Science/ Social Studies	All Students	20,000 Curriculum
1.3	STEM Night: Provide an evening for families that introduces NGSS standards through exploration	All Students	1000 LCFF - Supplemental

1.4	Professional Development: Provide professional development in math, ELA, history, and science	All Students	1000 LCFF - Supplemental Instructional & supplemental materials
1.5	New Teacher Support: Pay for new teachers induction program in order to help them clear their credentials	All Students	2000 LCFF - Supplemental
1.6	Classified Staff: Provide paras to support classroom teachers and supervise recess	All Students	40,000 LCFF - Supplemental
1.7	Family Literacy Night	All Students	1000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All of these actions were implemented. We provided professional development, did our best to provide credentialled teachers, provided a STEM night and a Family Literacy Night, provided new teacher induction, provided para professionals and provided standards aligned instructional materials. Family Night will be improved moving forward. Free books were provided and students had access to the book fair. All of these actions were effective in helping to create optimal conditions for learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will improve family literacy night by having it as a stand alone event where activities take place in the classrooms. In addition, we will look at piloting new math and reading curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Richvale will analyze data and provide plans and programs to maximize student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: BUSD will plan programs, develop plans, and provide data from assessments that will maximize student outcomes.

Identified Need

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

Richvale elementary has improved math scores and is remaining steady in ELA. There is room for growth to bring scores up to standard. We are improving in our bench mark assessments. The data is not disaggregated as the student population is too small.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessments	RES ELA -24 PBS RES Math -11.7 PBS	At standard for ELA and math
I Ready Benchmark Assessments	RES Reading 68% meet or exceed RES Math 54% meet or exceed	60% ELA 50% Math

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for both a data coordinator and professional development time.	All Students	0 LCFF - Supplemental Salaries and benefits

2.2	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	All students	0
2.4			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

These actions have been effective as we have improved test scores, especially benchmarks.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Richvale will promote student engagement and a culture conducive to learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Biggs Unified School District will promote student engagement and a school culture conducive to learning

Identified Need

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

We need a higher response to parent surveys and parent input. School behavior at Richvale is good and parents are very involved and connected. Our goal is to maintain this high standard of engagement with students and parents and continue to have a low incidence of tier three behaviors and a 0 suspension rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	0 %	0%
Chronic Absenteeism Rate	9.1% Chronically Absent	Maintain
Parent Connectedness	88.9% of Parents feel connected	90% of parent connectedness

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent Surveys: We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will provide a parent coffee event yearly at the elementary schools. We will meet twice a year with student advisory groups and administer Healthy Kids Survey and other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners	All Students	0 LCFF - Supplemental

3.2	Incentives: The district will provide incentives in order to maintain and improve our attendance rate, decrease chronic absenteeism, and improve student achievement.	All Students	500 LCFF - Supplemental
3.3	Family Nights: BES and RES will increase family events by adding a math night, grandparents day, and parent coffees.	All Students	500 LCFF - Supplemental
3.4	PBIS: Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS.	All Students	500 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

These strategies are effective. Our goal is to maintain because our our chronic absenteeism, suspension, and parent connectedness is good. We will work on improving parent responses to surveys.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$366,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$20,000.00
LCFF - Supplemental	\$346,500.00

Subtotal of state or local funds included for this school: \$366,500.00

Total of federal, state, and/or local funds for this school: \$366,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	20,000.00
LCFF - Supplemental	346,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	300,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		20,000.00
	LCFF - Supplemental	46,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	365,000.00
Goal 2	0.00
Goal 3	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tracey McPeters	Principal
Emily Bertalino	Parent or Community Member
Janet Thao	Parent or Community Member
Ashley Tanner	Parent or Community Member
Marcarmen Raya	Parent or Community Member
Brandi Mower	Parent or Community Member
Justine Speegle	Classroom Teacher
Holly Perkins	Classroom Teacher
Monica McDaniel	Classroom Teacher
Allison Thengvall	Other School Staff
Natali Gonzalez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 24, 2024.

Attested:

Principal, Tracey McPeters on May 24, 2024

SSC Chairperson, Kelly Lewis on May 24, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biggs High School	04614080430827	January 12, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Biggs High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Biggs High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Biggs High School is committed to the idea that all students can learn and should have the opportunity to achieve academic, social emotional and co-curricular success. We provide a safe, student-centered, high quality education for all students. Biggs High School believes that high expectations for behavior and attendance lead to higher achievement academically and socially. We value cultural diversity, welcome community involvement and build partnerships with local businesses and higher education institutions to promote diverse learning opportunities for our students.

Educational Partner Involvement

How, when, and with whom did Biggs High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The various components of the Biggs High School Single Plan for Student Achievement are reviewed by BHS staff, BHS leadership team, BHS curriculum council, School Site Council and our English Language Acquisition Committee members. It is critical to gain feedback and insight from all of the above groups in order to best serve our students and families, so the process is extremely important in all focus group settings.

SSC and ELAC planning process

October 18, 2023 We held elections, went over the bi-laws, and set dates for the upcoming meetings. .

January 25, 2024 Input for the LCAP and SPSA. Improving scores, increasing parent engagement, providing after school tutoring

May 24, 2024 approve the SPSA

Goals are in line with the district LCAP

Goal 1: Create conditions for college and career readiness

Goal 2: Plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.

Goal 3: Promote student engagement and a school culture conducive to learning

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are no disaggregated results because of the small size of the school.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The high school is in RED for Math. The district is making a plan to deal with the low overall math scores

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

All students group in math are two performance levels below. the team has been meeting to address the needs of all students

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The district is using MAPS data to track student improve in Math and ELA

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Biggs High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.13%	2.55%	2.26%	2	4	4
African American	5.65%	2.55%	3.95%	10	4	7
Asian	1.13%	3.18%	2.82%	2	5	5
Filipino	%	0%	%	0	0	
Hispanic/Latino	35.03%	35.67%	35.59%	62	56	63
Pacific Islander	0.56%	0.64%	1.13%	1	1	2
White	54.80%	54.78%	53.67%	97	86	95
Multiple/No Response	1.69%	0.64%	0.56%	3	1	1
Total Enrollment				177	157	177

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	38	39	55
Grade 10	49	40	39
Grade 11	37	49	35
Grade 12	53	29	48
Total Enrollment	177	157	177

Conclusions based on this data:

1. Our enrollment has steadily decreased

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	9	12	8	5.3%	5.1%	4.5%
Fluent English Proficient (FEP)	33	26	36	19.3%	18.6%	20.3%
Reclassified Fluent English Proficient (RFEP)				10.0%		

Conclusions based on this data:

1. Our English Learner numbers continue to decrease while our Fluent English Proficient numbers stay steady

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	50	35	51	48	34	50	48	34	50	96.0	97.1	98.0
All Grades	50	35	51	48	34	50	48	34	50	96.0	97.1	98.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2548.	2522.	2597.	8.33	5.88	28.00	37.50	23.53	24.00	20.83	29.41	28.00	33.33	41.18	20.00
All Grades	N/A	N/A	N/A	8.33	5.88	28.00	37.50	23.53	24.00	20.83	29.41	28.00	33.33	41.18	20.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.67	5.88	22.00	58.33	55.88	56.00	25.00	38.24	22.00
All Grades	16.67	5.88	22.00	58.33	55.88	56.00	25.00	38.24	22.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.58	14.71	26.00	52.08	52.94	52.00	33.33	32.35	22.00
All Grades	14.58	14.71	26.00	52.08	52.94	52.00	33.33	32.35	22.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	11.76	12.00	83.33	58.82	76.00	16.67	29.41	12.00
All Grades	0.00	11.76	12.00	83.33	58.82	76.00	16.67	29.41	12.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.50	8.82	26.00	70.83	64.71	68.00	16.67	26.47	6.00
All Grades	12.50	8.82	26.00	70.83	64.71	68.00	16.67	26.47	6.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students have increased the level of profences in ELA making large growth

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	50	35	51	47	34	50	47	34	50	94.0	97.1	98.0
All Grades	50	35	51	47	34	50	47	34	50	94.0	97.1	98.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2467.	2455.	2515.	0.00	0.00	4.00	4.26	5.88	8.00	14.89	11.76	24.00	80.85	82.35	64.00
All Grades	N/A	N/A	N/A	0.00	0.00	4.00	4.26	5.88	8.00	14.89	11.76	24.00	80.85	82.35	64.00

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.13	0.00	8.00	25.53	17.65	36.00	72.34	82.35	56.00
All Grades	2.13	0.00	8.00	25.53	17.65	36.00	72.34	82.35	56.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00	2.00	65.96	55.88	60.00	34.04	44.12	38.00
All Grades	0.00	0.00	2.00	65.96	55.88	60.00	34.04	44.12	38.00

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	2.94	2.00	57.45	55.88	64.00	42.55	41.18	34.00
All Grades	0.00	2.94	2.00	57.45	55.88	64.00	42.55	41.18	34.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 1.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	4	
All Grades											10	9	10

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The number of students being tested is too low to obtain data that draws growth

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
157	54.1	7.6	1.3
Total Number of Students enrolled in Biggs High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	7.6
Foster Youth	2	1.3
Homeless	3	1.9
Socioeconomically Disadvantaged	85	54.1
Students with Disabilities	19	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	2.5
American Indian	4	2.5
Asian	5	3.2
Hispanic	56	35.7
Two or More Races	1	0.6
Pacific Islander	1	0.6
White	86	54.8

Conclusions based on this data:

1. The numbers have remain study, the size of the school make using data difficult

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow	Chronic Absenteeism  No	
College/Career Low		

Conclusions based on this data:

1. Student performance on the CAASPP Mathematics assessment needs to be a focus of BHS students, teachers and administration.

School and Student Performance Data

Academic Performance English Language Arts

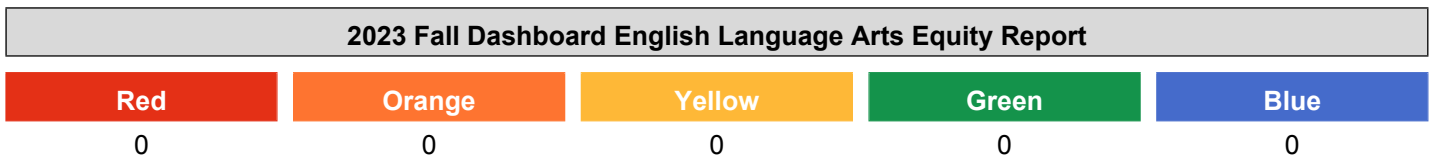
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 29.7 points above standard Increased Significantly +91.5 points 46 Students	English Learners Less than 11 Students 4 Students	Foster Youth Less than 11 Students 1 Student
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 28.2 points above standard Increased Significantly +92.7 points 26 Students	Students with Disabilities Less than 11 Students 5 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
0.7 points above standard Increased Significantly +66.1 points 17 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	31.2 points above standard Increased Significantly +109.2 points 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 2 Students	Less than 11 Students 2 Students	27.7 points above standard Increased Significantly +91.4 points 35 Students

Conclusions based on this data:

1. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students

School and Student Performance Data

Academic Performance Mathematics

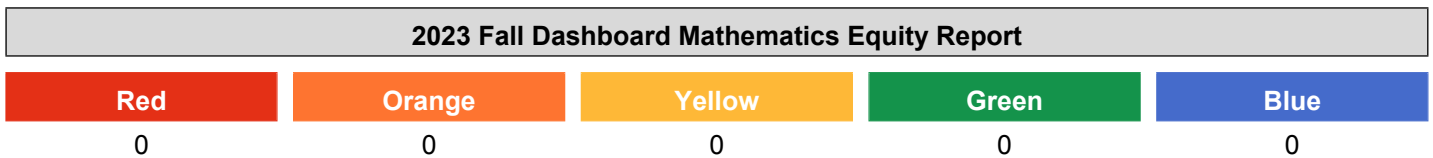
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>105.4 points below standard</p> <p>Increased Significantly +70.2 points</p> <p>46 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>124.3 points below standard</p> <p>Increased Significantly +64.7 points</p> <p>26 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>5 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
163.6 points below standard Increased +14.9 points 17 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	84.7 points below standard Increased Significantly +105 points 21 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 2 Students	Less than 11 Students 2 Students	93.9 points below standard Increased Significantly +74.4 points 35 Students

Conclusions based on this data:

1. Student performance on the CAASPP Mathematics assessment needs to be a focus of BHS students, teachers and administration.
2. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 9 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Our EL numbers have steadily decreased.
2. Implementation of Reclassification Ceremony have increased student effort, knowledge and awareness.

School and Student Performance Data

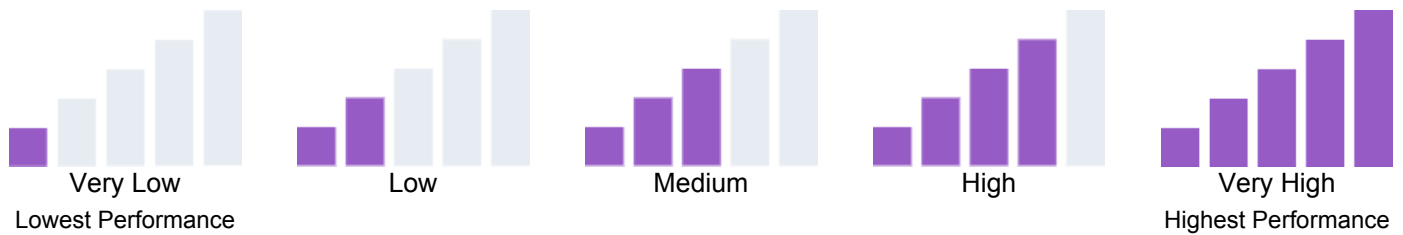
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

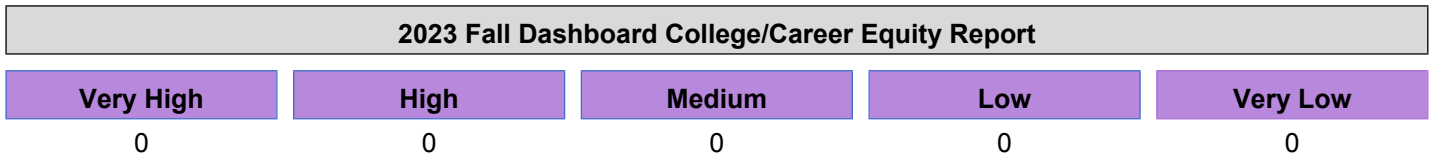
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

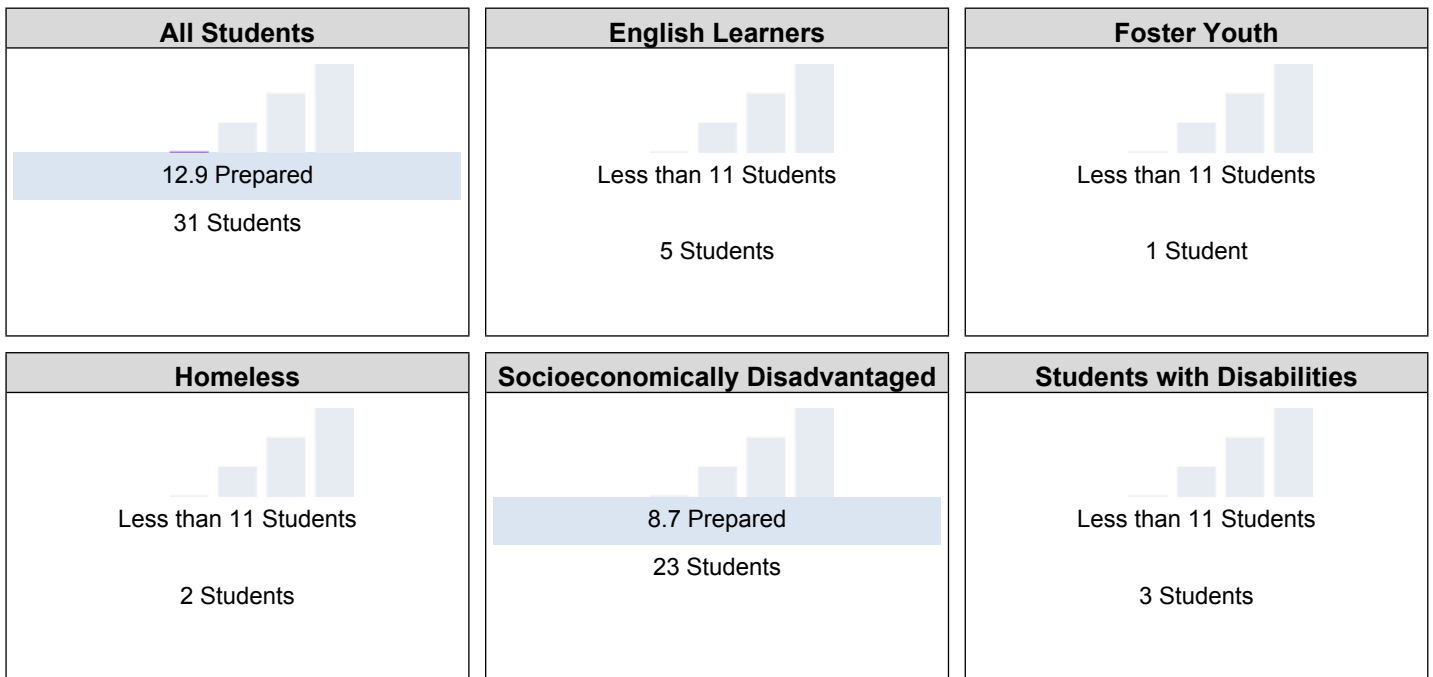


This section provides number of student groups in each level.

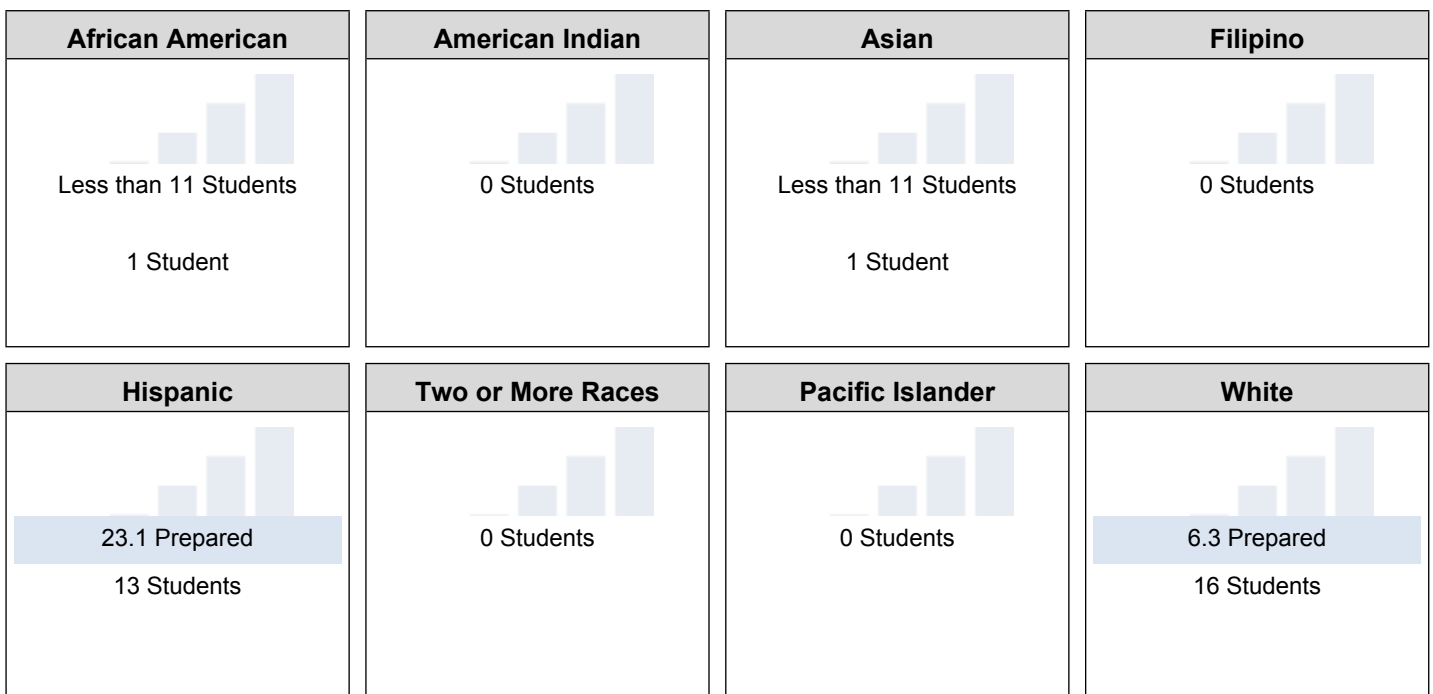


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- College and Career Readiness has been a focus for all BHS students. Our diverse courses offerings, co-curricular opportunities, along with our community and higher education partnerships has increased our student's college and career readiness.
- College and Career Readiness categories improved with data accuracy

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. BHS will continue to strive for a 100% graduation rate.
2. BHS implemented a course/credit recovery program (Winter Term) to promote increased graduation rates in the 2020-2021 and 2021-2022 school years.

School and Student Performance Data

Academic Engagement Graduation Rate

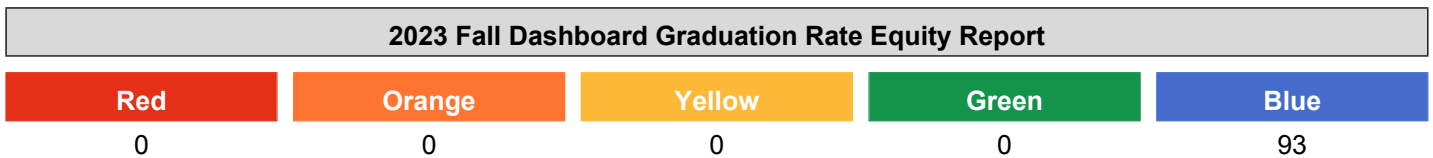
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 96.8% graduated Maintained 0.7 31 Students	English Learners Less than 11 Students 5 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 95.7% graduated Maintained 0.3 23 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">100% graduated</p> <p align="center">Increased 4.3</p> <p align="center">13 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">93.8% graduated</p> <p align="center">Decreased -1.9</p> <p align="center">16 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

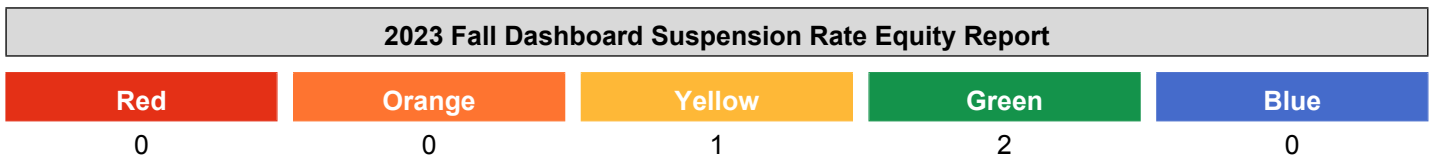
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.1% suspended at least one day</p> <p>Declined -0.4 169 Students</p>	<p>English Learners</p> <p>7.7% suspended at least one day</p> <p>13 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>Less than 11 Students 3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.2% suspended at least one day</p> <p>Declined -2.8 93 Students</p>	<p>Students with Disabilities</p> <p>8.7% suspended at least one day</p> <p>Increased 0.7 23 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.2% suspended at least one day Declined -1.1 63 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 Yellow 4.5% suspended at least one day Maintained -0.2 88 Students

Conclusions based on this data:

1. BHS revised it's discipline matrix for the 2021-2022 school year to implement a progressive discipline approach to student discipline. A Restorative Justice Program has been added as an alternate to suspensions
2. BHSis working with community and county support services to increase social emotional support for our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increased access to academic tutoring and intervention services for all students

After determining the needs of our school through the School Site Council, English Language Advisory Committee, and other stakeholders, it has been determined that there is need for academic tutoring services for all students. The goal is to improve access to tutoring services during the 2023-2024 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student outcomes for all students, in all grades, and in all content areas.

Identified Need

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

Provide the support to all English Language Learners and students with special needs in order to increase their academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide staff development to teachers of English Learners and students with special needs to improve effective classroom instruction.	All students at Biggs High School will have access to increased academic tutoring services during the 2022-2023 school year.	
1.2	Teacher teams will meet to examine student data and make adjustments to the curriculum based on the data, particularly in regard to English Learners and students with special needs.		
1.3	Teachers will utilize common instructional strategies in all classrooms to enable students to connect existing knowledge, construct meaning, modify their own learning and be successful in a challenging, standard based curriculum. These instructional strategies will include literacy and writing strategies.		

1.4	Revise ELD curriculum to contribute to the mastery of ELA essential standards. Ensure ELL students in mainstream ELA class's master ELD standards.		
1.5	Tutorial support by various content area teachers will continue to be provided for any student not meeting expectations. This support may be in the form of teacher tutorials, peer tutorials, or other opportunities.		
1.6	A variety of instructional strategies, including integration of technology, will be utilized by all teachers to actively engage All Learners in the learning process.		
1.7	Develop a school-wide writing program aimed at making all students proficient.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase diverse course offering

Increase the number of students performing proficient and advanced on the California Standards Test and increase the number of students who improve at least one proficiency level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents, students, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support classroom learning.

Identified Need

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

Increase college and career readiness opportunities for all students

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Conduct a reading assessment of all incoming 9th graders to validate just where the individual reading levels are.	All 9th grade students	
2.2	Since all students are expected to read and understand grade-level appropriate materials in all content areas, common reading comprehension strategies will need to be utilized in all classrooms.		
2.3	Subject level pacing guides and alignment to standards have been done in some core subjects, they need completed in all subjects and will continue to be adjusted based upon student data.		
2.4	Subject level benchmark assessments will be administered every 4-6 weeks.		

2.5	Subject Teams will need to examine student data and make adjustments to the curriculum based on the data.		
2.6	All students are expected to write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument. Common writing strategies will be utilized in all classrooms.		
2.7	School-wide benchmark writing assessments will be administered every quarter throughout the school. All teachers will be responsible for assessing student writing.		
2.8	In order to motivate students to perform better on CST exams, Biggs will institute school-wide incentives for students performing proficient and advanced or improving a proficiency level.		
2.9	Staff Development will be provided to teachers in the areas of test taking strategies, Data Director, and the implementation of effective instructional strategies.		
2.10	Purchase EDI Book for all Teacher Tutorial support by various content area teachers will continue to be provided for any student not meeting expectations. This support may be in the form of teacher tutorials, peer tutorials, or other opportunities as designed by the staff to meet the specific needs of each student.		
2.11	Increase the implementation of the full model of research proven Essential Elements of Instruction.		
2.12	Increase the sharing of best practices through peer observation and dialogue.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Use data effectively so that all students will reach their highest academic potential through instruction in rigorous standards-based curriculum.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All departments create and administer benchmark assessments throughout the year, analyzing the data gathered from those assessments, and adjusting instruction based on the data.		
3.2	Professional Learning Communities (team, course-like, department) meet to analyze and evaluate student learning and make adjustments based on data.		
3.3	All staff will be expected to use a common protocol format to examine student data.		
3.4	Through Team meeting, staff members will meet and discuss student data and make decisions based on the data examined.		
3.5	There will be a school-wide staff development in the use of Data Director to support effective student instruction.		

3.6	Implement a multiyear written professional development plan that is founded in BHS critical areas of need.		
3.7	Develop methods of sharing data with all stakeholders		
3.8	Biggs will provide early release Wednesday to allow time for effective data analysis.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Translate the Biggs ESLRs into identifiable student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All Departments will meet to identify specific student outcomes that relate to the Biggs ESLRs		
4.2	Develop common rubrics for each ESLRs		
4.3	Publicize the Biggs ESLRs in all newsletters, web-page sites and communication to parents and other stakeholders		
4.4	Each Department will generate examples of student work that shows mastery of Biggs ESLR's based on common rubrics		
4.5	Create senior project		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase the number of students performing proficient and advanced on the California Standards Math Test and increase the number of students who improve at least one proficiency level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Work with feeder school to access students to insure proper placement of students in math classes		
5.2	Develop Benchmark Assessments for Algebra 1 through Calculus, using similar question as CST		
5.3	Give Benchmark Test every 4-6 weeks, using data from test for focus re-teaching and review		
5.4	Post academic/vocabulary list in classroom for each level of math		
5.5	Review of pacing guides to ensure the CST blueprints are identified throughout the year		
5.6	Use of pacing guides to ensure all like courses are progressing at the same rate through material		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- Doug Kaelin School Principal
- April Robinson Classroom Teachers
- Casey Morch Other School Staff
- Amy Smith Parent or Community Members
- Addie Scott Secondary Students

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.




Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/16/2024.

Attested:

	Principal, Doug Kaelin on 5-16-2024
	SSC Chairperson, Chris Scott on 5-16-24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**INDEPENDENT CONSULTANT AGREEMENT
FOR SPECIAL SERVICES TO BE PROVIDED BY BCOE**

This Independent Consultant Agreement for Special Services ("Agreement") is made as of May 31st, 2024, between the Butte County Office of Education ("BCOE") and Biggs Unified School District ("Client") (together, "Parties").

WHEREAS, the Client is authorized to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, or administrative matters, if those persons are specially trained and competent to perform the special services required, and the Client has determined the BCOE to be specially trained and competent to perform the special services required under this Agreement.

1. **Services.** The BCOE shall furnish to the Client the services as described in EXHIBIT "A" attached hereto and incorporated herein by this reference ("Services").
2. **Term.** BCOE shall commence providing Services under this Agreement upon execution of the Agreement by both parties, and will diligently perform such Services as required. The term for Services and schedule to provide Services shall be in accordance with the schedule included in EXHIBIT "B";
3. **Compensation.** BCOE compensation from the Client shall be as set forth in EXHIBIT "B" as the proposed fee for Services.
4. **Expenses.** BCOE shall be paid any additional costs or expenses incurred by BCOE in performing Services for Client.
5. **Independent Contractor.** BCOE, in the performance of this Agreement, shall be and act as an independent contractor.
6. **Materials.** Client shall furnish, and pay for all labor, materials, equipment, supplies and other items necessary for BCOE to complete the Services to be provided pursuant to this Agreement.
7. **Termination.** BCOE may, at any time, with or without reason, terminate this Agreement with thirty (30) days written notice, and be compensated by Client for Services rendered up to the date of termination (i.e., BCOE will be compensated by Client for Services completed to date as a pro-rata amount of the full fees, costs, and expenses).
8. **Indemnification.** To the furthest extent permitted by California law, Client shall, at its sole expense, defend, indemnify, and hold harmless the BCOE, the State of California, and their agents, representatives, officers, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants and/or attorneys fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Client under or in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The BCOE shall have the right to accept or reject any legal representation that Client proposes to defend the indemnified parties.

9. **Insurance.**

9.1. The BCOE shall procure and maintain at all times it performs any portion of the Services its applicable forms of insurance.

10. **Assignment.** The obligations of the Client pursuant to this Agreement shall not be assigned by the Client.

11. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:

BUTTE COUNTY OFFICE OF EDUCATION
1859 Bird Street
Oroville, CA 95965
ATTN: Mary Sakuma

If to Client:

BIGGS UNIFIED SCHOOL DISTRICT
300 B Street
Biggs, CA 95917
ATTN: Doug Kaelin

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

12. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorneys' fees.

13. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

14. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. This Agreement is not valid until approved/ratified by the BCOE's governing board. Services shall not be rendered until Agreement is approved or ratified.

15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

- 17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 18. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
- 19. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates indicated below.

BCOE:

Dated: _____, 2024

BUTTE COUNTY OFFICE OF EDUCATION

By: _____

Print Name: _____

Title: _____

Client:

Dated: _____, 2024

BIGGS UNIFIED SCHOOL DISTRICT

By: _____

Print Name: _____

Title: _____

EXHIBIT "A"

Scope of Services

Butte County Office of Education (BCOE) will provide Workstation Support Services to Biggs Unified School District. The Workstation Support Services provided for the District under this agreement are for the installation, maintenance, and support of workstation equipment. This service is available to Biggs (District) departments, and Administrative units for support of customers within a building, campus, or remote small office environments. Specific services to be provided include:

1. Install, upgrade and configure Windows Operating Systems on various hardware platforms (laptops, workstations, and tablets)
2. Use imaging techniques to deploy custom images to workstation computers
3. Install, configure, and troubleshoot office productivity software and curriculum applications (i.e. Microsoft Office Suite, Renaissance Place, Typing programs, etc.)
4. Chromebook provisioning and management
5. Provide installation, configuration, and end user support for tablet devices (iOS and Android based)
6. Resolve client-side network communication problems to ensure user's access to school district network.
7. Provide remote support to diagnose and resolve requests for end-user troubleshooting
8. Respond to user questions and explain the operation of network applications and equipment
9. Resolve virus, spyware, and malware issues
10. Install, upgrade, and repair workstation hardware (hard drives, memory, power supplies, motherboards)
11. Install, upgrade, and repair workstation peripheral devices (printers, scanners, document cameras and projectors)

Services Not Included

The following services are not included with our LAN Service:

- Cost for hardware replacement devices or components
- Cost for software and licenses
- Installation, configuration, or maintenance of Wide Area Network (WAN) equipment
- Installing or relocating wiring
- Installation or mounting of projectors, cameras, bell systems, speakers, clocks and alarm system
- Support of audio visual systems (VCR's, DVD Players, stereo equipment)
- E-Rate consulting and assistance
- Web site development and hosting
- Provide support for non-district owned equipment
- Support and maintenance of phone systems (POTS)

Customer Responsibilities

- Submit a request by phone or email to the ITS Service Desk for any Information Technology related services requests
- Designate a point of contact(s) responsible for submitting IT related work requests
- Must pay invoices within two weeks of receiving

SLA – Service Level Agreement

- BCOE will acknowledge voice or email inquiries regarding LAN support requests within 8 hour during support hours
- Response to service interruptions will include voice, email, SMS, or physical response, depending on the severity of the issue
- If the LAN support request is not deemed an emergency, a service request will be scheduled for the next LAN service support day
- Technical support may include remote, telephone or in-person support
- BCOE ITS will coordinate the repair or replacement of LAN equipment with the designated site contact
- Scheduled routine maintenance will need to be performed occasionally on District owned servers or network equipment for software upgrades, hardware upgrades, and patches, which may need to happen during school hours
- BCOE will provide at least 2 week notice for planned scheduled maintenance that creates a service interruption

EXHIBIT "B"

Fee Schedule

Terms of Agreement

- The contract term for Workstation Support Services will be three (3) years
- The term of this contract is for three years effective 9/1/2024 through 8/31/2027
- The annual cost for 720 hours of LAN service is \$54,000 (\$75.00/hr)
- **Additional billing hours will apply for work done remotely (offsite)**

**INDEPENDENT CONSULTANT AGREEMENT
FOR SPECIAL SERVICES TO BE PROVIDED BY BCOE**

This Independent Consultant Agreement for Special Services ("Agreement") is made as of May 31st, 2024, between the Butte County Office of Education ("BCOE") and Biggs Unified School District ("Client") (together, "Parties").

WHEREAS, the Client is authorized to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, or administrative matters, if those persons are specially trained and competent to perform the special services required, and the Client has determined the BCOE to be specially trained and competent to perform the special services required under this Agreement.

1. **Services.** The BCOE shall furnish to the Client the services as described in EXHIBIT "A" attached hereto and incorporated herein by this reference ("Services").
2. **Term.** BCOE shall commence providing Services under this Agreement upon execution of the Agreement by both parties, and will diligently perform such Services as required. The term for Services and schedule to provide Services shall be in accordance with the schedule included in EXHIBIT "B";
3. **Compensation.** BCOE compensation from the Client shall be as set forth in EXHIBIT "B" as the proposed fee for Services.
4. **Expenses.** BCOE shall be paid any additional costs or expenses incurred by BCOE in performing Services for Client.
5. **Independent Contractor.** BCOE, in the performance of this Agreement, shall be and act as an independent contractor.
6. **Materials.** Client shall furnish, and pay for all labor, materials, equipment, supplies and other items necessary for BCOE to complete the Services to be provided pursuant to this Agreement.
7. **Termination.** BCOE may, at any time, with or without reason, terminate this Agreement with thirty (30) days written notice, and be compensated by Client for Services rendered up to the date of termination (i.e., BCOE will be compensated by Client for Services completed to date as a pro-rata amount of the full fees, costs, and expenses).
8. **Indemnification.** To the furthest extent permitted by California law, Client shall, at its sole expense, defend, indemnify, and hold harmless the BCOE, the State of California, and their agents, representatives, officers, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants and/or attorneys fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Client under or in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The BCOE shall have the right to accept or reject any legal representation that Client proposes to defend the indemnified parties.

9. **Insurance.**

9.1. The BCOE shall procure and maintain at all times it performs any portion of the Services its applicable forms of insurance.

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If to BCOE:

BUTTE COUNTY OFFICE OF EDUCATION
1859 Bird Street
Oroville, CA 95965
ATTN: Mary Sakuma

If to Client:

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300 B Street
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Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

12. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorneys' fees.

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15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

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BCOE:

Dated: _____, 2024

BUTTE COUNTY OFFICE OF EDUCATION

By: _____

Print Name: _____

Title: _____

Client:

Dated: _____, 2024

BIGGS UNIFIED SCHOOL DISTRICT

By: _____

Print Name: _____

Title: _____

EXHIBIT "A"

Scope of Services

Butte County Office of Education (BCOE) will provide LAN Services to Biggs Unified School District. The LAN Services provided for the District under this agreement are for the design, installation, maintenance, and support of LAN networking equipment. This service is available to BUSD (District) departments and Administrative units for support of customers within a building, campus, or remote small office environments. Specific services to be provided include:

1. Provide LAN Services to the district in accordance with industry best practices
2. Provide installation, maintenance and support of LAN based hardware (Servers, Switches and Wi-Fi)
3. Provide installation, maintenance and support of end user devices (Workstations, Printers and Peripherals)
4. Provide support for Google (GAFE) which includes configuration and management
5. Chromebook, tablet and mobile device provisioning
6. Hardware and software configuration changes as needed
7. Software upgrades and patches (including bug fixes and security patches) as needed
8. Coordination of all hardware/software repairs with the district representative
9. Identify and diagnose failed components and assist with installation of replacement components
10. Monitoring of the core network infrastructure (Servers, Network)
11. Provide annual budget recommendations for new technology
12. Assist with district wide implementation of backups
13. Installation and support of video conferencing systems
14. Project planning, oversight and management
15. Documentation of network infrastructure

Services Not Included

The following services are not included with our LAN Service:

- Cost for hardware replacement devices or components
- Cost for software and licenses
- Installation, configuration, or maintenance of Wide Area Network (WAN) equipment
- Installing or relocating wiring
- Installation or mounting of projectors, cameras, bell systems, speakers, clocks and alarm system
- Support of audio visual systems (VCR's, DVD Players, stereo equipment)
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- Submit a request by phone or email to the ITS Service Desk for any Information Technology related services requests
- Designate a point of contact(s) responsible for submitting IT related work requests
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SLA – Service Level Agreement

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- Technical support may include remote, telephone or in-person support
- BCOE ITS will coordinate the repair or replacement of LAN equipment with the designated site contact
- Scheduled routine maintenance will need to be performed occasionally on District owned servers or network equipment for software upgrades, hardware upgrades, and patches, which may need to happen during school hours
- BCOE will provide at least 2 week notice for planned scheduled maintenance that creates a service interruption

EXHIBIT "B"

Fee Schedule

Terms of Agreement

- The contract term for LAN Services will be three (3) years
- The term of this contract is for three (3) years effective 9/1/2024 through 8/31/2027
- The maximum duration of the agreement, including all extensions, shall be three (3) years
- **The annual cost for 360 hours of LAN service is \$34,200 (\$95.00/hr)**

Optional Services

- Virtual Server Hosting and backup services at Butte County Office of Education Colocation Center
(Rates will vary depending on disk, CPU and memory requirements) See Attachment A

Attachment A

Item no.		Quarterly Hosting Fee
1	BUSD-DC1, BUSD-DC2, BUSD-Print, BUSD-Aeries, Guthrie, McCormick, Solidworks, Faronics	Quarterly Service Charge: \$750

*Hosting fee is based on 8 servers and price will vary if servers are added or removed.

*Payments will be broken into four quarters and added to the quarterly LAN bill.

Virtual Machine Hosting Services Waiver:

BCOE will use and maintain appropriate daily backups of your Virtual Servers within the BCOE Datacenter. Although routine maintenance of backups and reports are heavily monitored, BCOE cannot be held responsible for any data loss, alteration, and corruption of any software, data or files. This also includes data corruption due to database problems, lapse in time from a previous restore point, software bugs, hardware failures, malicious attacks, or natural disaster.



MEMORANDUM

To: SELF Members

From: Dave George, Chief Executive Officer

Date: May 20, 2024

Subject: AB 218 Revived Liability Funding Plan Invoice

Following our communication in April, you are now receiving an invoice for the third funding round declared by the Schools Excess Liability Fund Board of Directors at its March meeting to meet funding needs for the ongoing liabilities associated with AB 218.

The invoice is being sent to you now, so that you will have the flexibility to pay in either the 2023/24 or the 2024/25 fiscal year. **Payment is due by December 31, 2024.**

We know that districts have a number of challenges facing them at this time, not the least of which is the significant reductions in state revenue projections and the resulting impact on schools. We at SELF are committed to working with our members to navigate the financial demands created by this unfunded mandate. As an organization built ***By Schools, For Schools***, our focus will continue to be aligning the funding needs with district budgets and smoothing, as best we can, the fiscal volatility a law like this creates.

Additional information is included for you here and on our AB 218 Resources page on our website. Please don't hesitate to contact us at info@selfjpa.org if you have additional questions.

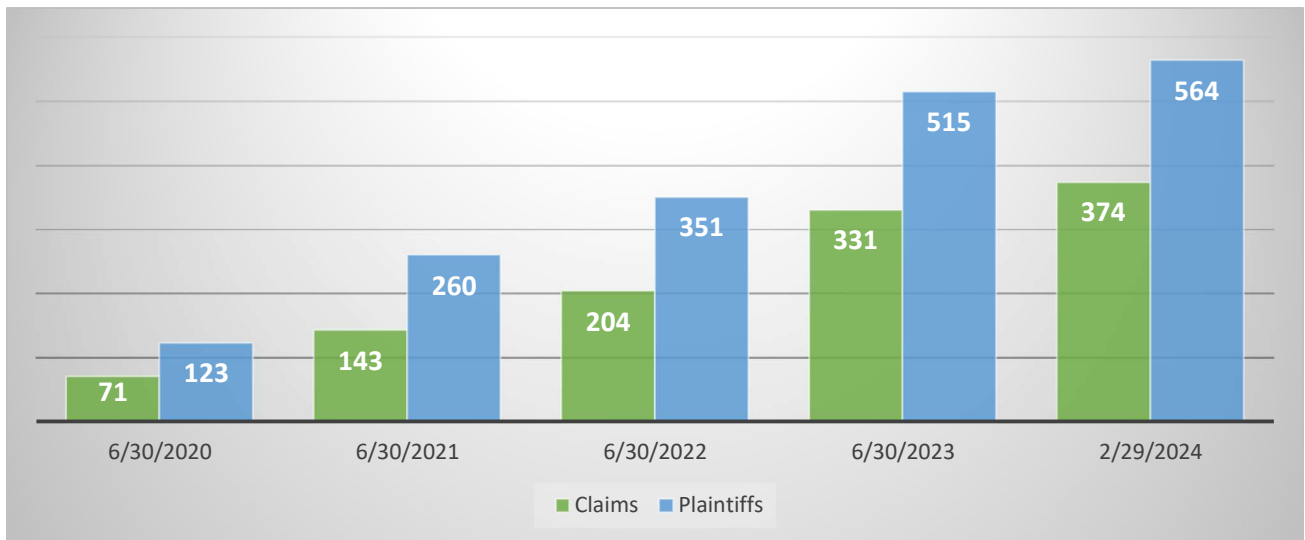


May, 2024

Dear SELF Member,

We have created this document as supplemental information accompanying the AB 218 Revived Liability Funding Plan invoice your district/JPA has received. The AB 218 funding plan is an assessment of SELF's current and past members to fund the retroactive liability exposures brought on through the California legislature's enactment of AB 218 and signed into law effective January 1, 2020.

Claims filed against SELF members by date received

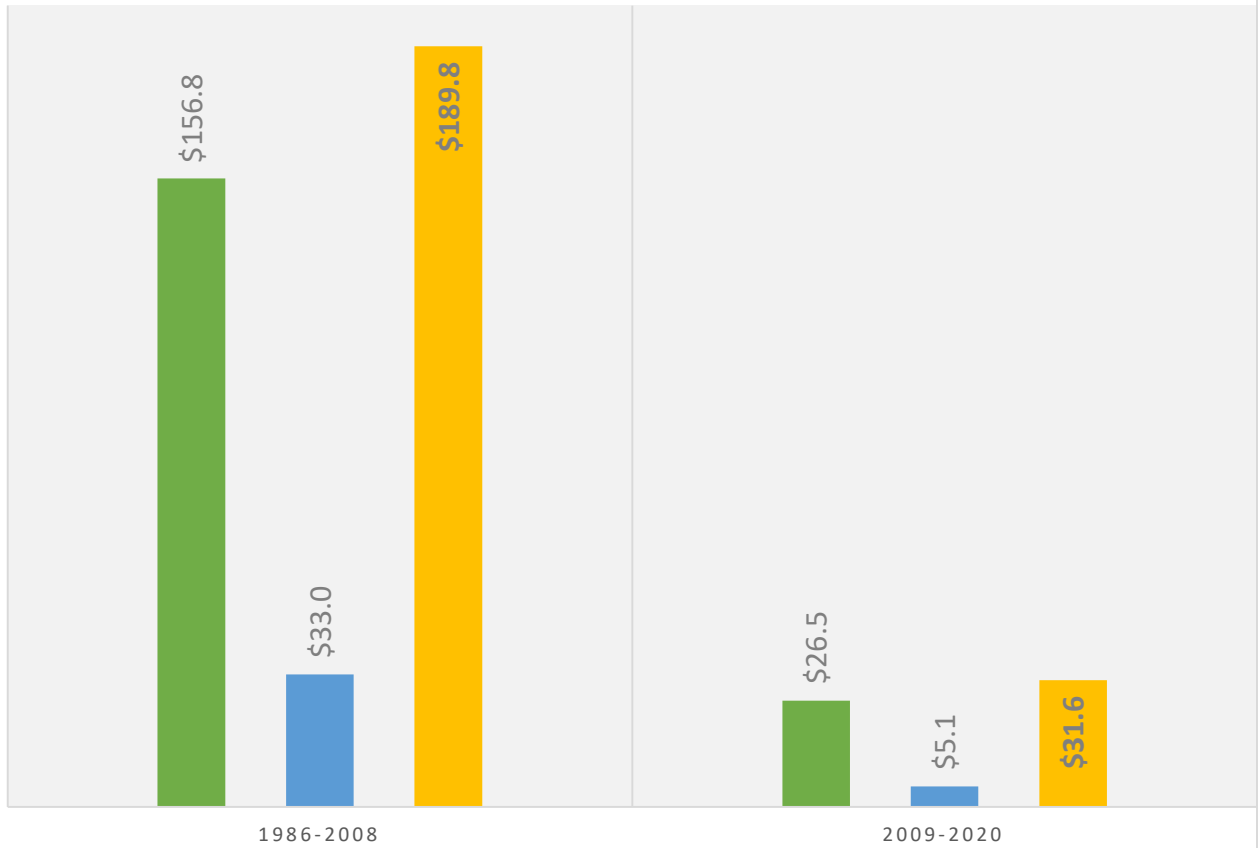


The following chart outlines exposures in two time periods; 1986-2008 and 2009-2020. The reasons for that are the historic membership of SELF largely attached at \$1M in the years 1986-2008, as opposed to \$5M thereafter, significantly increasing the liabilities through the SELF program in these years.



EXPOSURE ESTIMATE (IN MILLIONS) BASED ON 10/31/23 ACTUARIAL REPORT

■ Paid/Reserves ■ IBNR ■ Total



It is important to remember three things as we move through this funding and claim settlement period.

1. This assessment is based on known data as of 10/31/23.
2. While the focus has been the three-year retroactive filing period, this law also moved the statute of limitations from age 26 to age 40. Therefore, only individuals over the age of 40 were excluded from filing claims after 12/31/22.



3. Many districts may continue to receive claims going back to the early 2000s, or even earlier, depending on the age of the victim at the time of the alleged abuse.

We have referenced our AB 218 annual report most recently issued (fall 2023) and we will continue this annual update as we process the influx of claims districts are receiving. The next annual report will be issued in fall, 2024.

For additional supplemental information we refer you the following documents attached here or accessible via link in the invoicing email:

- AB 218 RLFP FAQ
- SELF's AB 218 Annual Report -2022/2023

If you would like further information on AB 218 and previous communications that have been sent out, please visit our website at <https://www.selfjpa.org/ab218res> .

Dave George
Chief Executive Officer



FAQ – AB 218 Revived Liability Funding Plan

<p>What is SELF?</p>	<p>SELF is a not-for-profit Joint Powers Authority (<i>JPA</i>) dedicated to public schools’ catastrophic liability coverage needs. The formation of the JPA in 1986 during a nationwide insurance crisis allowed public educational agencies to join together for the purpose of pooled risk sharing (or “self-insuring”) for excess liability risks.</p> <p>SELF provides excess liability coverage to its members beyond the primary coverage they purchase from an underlying JPA or a commercial carrier, covering claims that exceed \$1 million or \$5 million. SELF has offered coverage limits from \$10 million per member in the early years to \$55 million per member currently.</p> <p>Excess liability coverage is designed to handle the truly catastrophic claims, such as serious injuries involving traumatic brain injury, fatalities or cases of sexual assault and molestation (SAM), particularly where there have been multiple victims involved.</p>
<p>What is AB 218?</p>	<p>AB 218, or the California Child Victims Act, was authored by then Assembly Member Lorena Gonzalez, D-San Diego and signed into law effective January 1, 2020.</p> <p>AB 218 has multiple implications for CA educational agencies, it:</p> <ul style="list-style-type: none"> • Opened a three-year revival period, during which a claim for childhood sexual assault could be filed from any point in the past. This window closed 12/31/22 for persons over the age of 40. • Extends the general statute of limitations in which to file a claim going forward from age 26 to age 40 (once the revival period closed). • Deleted the requirement of filing a government tort claim.
<p>Why am I receiving this?</p>	<p>Your public educational agency was a member of SELF’s Excess Liability Program during at least one of the prior coverage years affected. By joining SELF, as with all Joint Powers Authorities, members agree to pay contributions set by the SELF Board in</p>

	exchange for coverage to fund liabilities. Those include liabilities retroactively imposed by law, such as the law the California Legislature enacted in this case.
Why is this necessary?	JPA's such as SELF hold school district funds in reserve based on actuarial science. Actuaries only forecast liabilities based on current state law, so we would not hold funds belonging to school districts or forecast losses that do not legally exist at the time. This retroactive unfunded mandate on schools has necessitated, in turn, a retroactive funding solution based on this law.
How was the assessment calculated?	Utilizing our independent actuarial analysis, SELF developed per-year funding amounts calculated as a pro-rata share of your original contributions in the effected years.
Which years are being impacted?	Currently SELF has childhood sexual assault claims in every program year from 1986/87 to 2019/20. The majority of the fiscal impact remains in the period of 1986 to 2008 when SELF's membership was at its largest. The third assessment is for the following years: 1990/91, 1996/97-2004/05, 06/07- 2007/08 and 2010/11- 2017/18.
Where did SELF get the ADA that is on my invoice?	This is the original Lottery ADA your district was billed on for the original SELF coverage in that historic year. This is also your districts proportional share for any given year.
How is my invoice calculated?	<p>Based on a Per ADA/FTES Rate</p> <p><u>Example: 2000-2001</u></p> <p>Funding amount: \$13,403,056 Total Membership: 5,560,400 ADA/FTES</p> <p>K-12 rate: \$3.12/ADA Community College rate: \$1.74/FTES (Rate relativity among member type is actuarially determined)</p> <p><u>K12</u> District ADA x Funding per ADA= Total Due</p> <p>10,000 x \$3.12 = \$31,200</p> <p><u>CCD</u></p> <p>10,000 x \$1.74 = \$17,400</p> <p>Rates based on \$IM SIR</p>
What's ahead?	Due to the volume of claims, we are advising all members to plan for this to be an annual expense until all AB 218 claims are



	resolved. You will receive budget estimates annually in March until we have closed all claims and accounted for all costs.
More questions?	Contact us at info@selfjpa.org or 916-321-5300.
Prior Communications	You can see all prior AB 218 Communications on our website at: https://www.selfjpa.org/ab218res .



AB 218

ANNUAL
REPORT
2022-2023



SELF
SCHOOLS EXCESS
LIABILITY FUND

AB 218

ANNUAL
REPORT
2022-2023

SCHOOLS EXCESS LIABILITY FUND produces this annual report to keep you apprised of the evolving financial impact that has been created by AB 218. In this third annual report, we will provide you with both a current snapshot of district liabilities as relates to this retroactive law; as well as a brief overview of prospective repercussions that are indelibly changing the liability landscape for California’s schools going forward.

AB 218 CLAIM STATUS

SELF has received a total of 333 claims with 451 plaintiffs, from January 1, 2020 through September 30, 2023. As noted in previous reports, the majority of the fiscal impact of these claims remains within the period from 1986 and 2008, a time in which nearly all public educational entities in California were participating in SELF’s Excess Liability Program.

Although the three-year revival period closed at the end of December 2022, SELF has received more than 79 claims in the last nine months and continues to see new cases coming in, further impacting the liabilities in those older years.

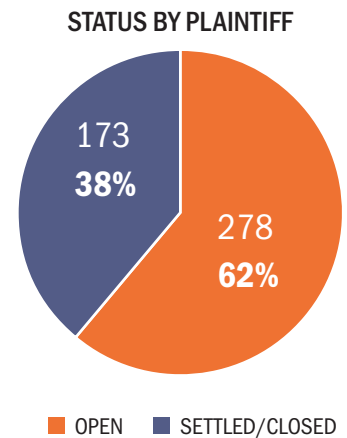
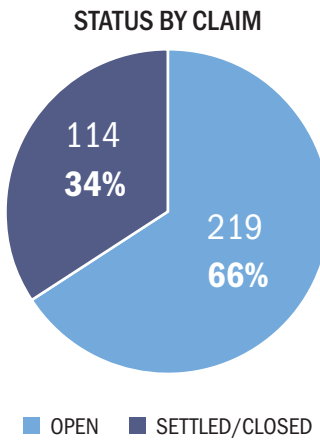
The data on these claims tell us that many of the plaintiffs are under the age of 40 and these claims will continue to come in for quite some time into the future. It’s important to note that only those born in 1982 and prior, were beyond the statute of limitations as of December 31, 2022.

NUCLEAR VERDICTS

SELF was created and designed to withstand the catastrophic losses impacting its members, but in recent years, extreme and fundamentally unpredictable verdicts —nuclear verdicts among them—have been steadily increasing in both frequency and severity and public schools are not immune to this trend. Within the last two years alone, two California school districts were hit with verdicts in excess of \$100 million, spurred on by incendiary trial tactics that inflame juries and encourage them to “send a message”.

Unfortunately, the message that gets lost in the fervor around these highly publicized headlines is that public dollars are funding these losses, being spent in the courtroom instead of the classroom.

CSA CLAIM STATUS



Claims: 333
Plaintiffs: 451

This is a trend that started before AB 218. In the 10 years prior to the implementation of the law (2010-2019) California was ranked second in the top 10 states producing the highest levels of nuclear verdicts, with 211 verdicts, totaling \$9 billion awarded in that period, according to a U.S. Chamber of Commerce ILR study released last year.

LEGISLATION

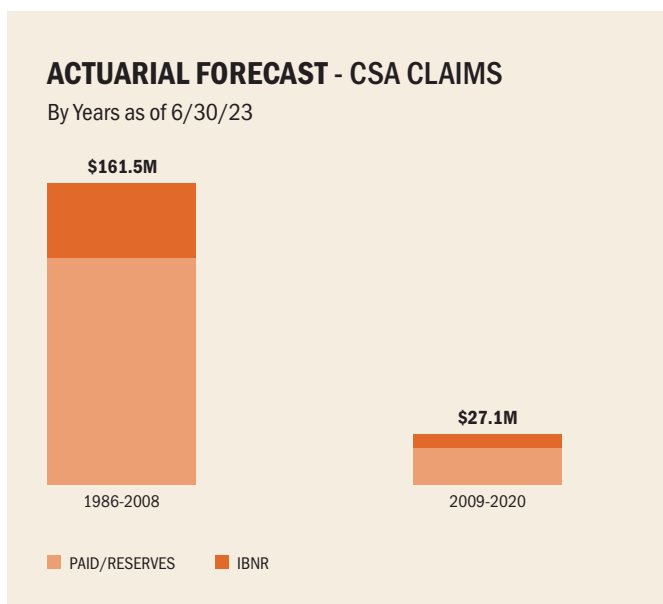
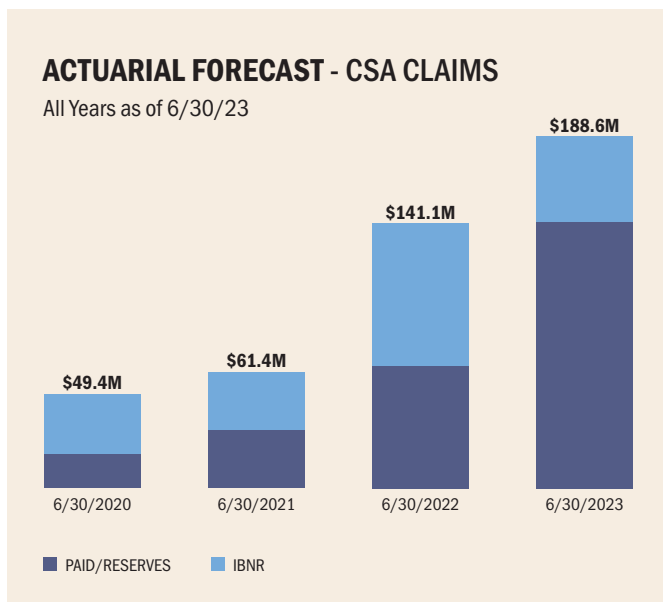
There are currently 20 U.S. jurisdictions with no civil statute of limitations for child sexual assault. This includes 17 states, two territories and the Federal Government. California will be added to these ranks when AB 452 (Addis) takes effect, eliminating the statute of limitations on these cases entirely for claims occurring after January 1, 2024.

Amendments to the bill in committee removed a retroactive element to AB 452, bringing it in line with Federal law signed in 2022, which opponents of the bill considered a win. However, Governor Newsom also signed SB 558 a week later, which further expands the previously broadened definition of childhood sexual assault to include electronic images of minors of a sexual nature. Because this legislation was introduced in its final form very late in the legislative process, the impact of this legislation is not yet known, but further claims against school districts should be expected.

COVERAGE AVAILABILITY

The perfect storm of revival statutes, social inflation, nuclear verdicts and a continued erosion of the statute of limitations in civil cases nationwide has resulted in a significant contraction of available insurance coverage going forward for all public entities and perhaps felt most acutely in California. Insurance and reinsurance pricing continues to be pressured upward and that can be expected to continue into 2024.

Prevention and training efforts at the district level are critical in turning this trend with the goal of keeping all students safe and significantly reducing the number of claims being presented.



WHAT'S NEXT

The fiscal impacts of AB 218 continue to increase. Because claims continue to be reported by districts, putting more final numbers on that ultimate impact is not possible. The SELF Board monitors this impact continually and evaluates future funding needs. The current funding call is being collected in the 2023/24 and 2024/25 fiscal years for those paying in installments. When the Board determines that another funding initiative is necessary, collection will operate very similar to this last round, with early notice giving members the voluntary option to pay the invoice in full, or be billed in installments starting in the 2025/26 fiscal year at the earliest. Districts will be advised of further funding needs well in advance of budget cycles. The SELF Board, consisting of CBOs and other executives, is acutely aware of district financial considerations when developing further funding requirements.

SELF maintains contact with the California Department of Finance and both houses of the legislature to keep them apprised of the financial impact that AB 218 is having on our public schools and colleges. We continue to work through your professional organizations as well, to educate and promote training and risk management efforts aimed at reducing these claims in the future.

SELF is in its 38th year as a risk pool with public educational entities as its sole focus, **By Schools, For Schools**. Our path forward together is the same since our inception in 1986; meet the needs of school districts and community colleges for catastrophic claims. While times are challenging in this arena at the moment, we will work through challenges best as a unified community of public education.

As always, we will communicate any further funding decisions well in advance so that SELF members can appropriately plan and budget for additional AB 218-related costs.

For additional resources and background on AB 218, visit our website at: <https://www.selfjpa.org/ab218res>.

AB 218

BACKGROUND

Enacted effective January 1, 2020, AB 218 has multiple implications for California's schools:

- Allows for a three-year "revival period", effective January 1, 2020, with no statute of limitations for claims to be filed alleging improper sexual conduct against a minor from any time in the past, not just against the perpetrator, but against employers based on claims of negligent supervision or hiring.
- Broadens the type of misconduct it covers by changing the term "abuse" to "assault", significantly increasing the risk exposure of educational agencies.
- Permanently extends the statute of limitations on child sexual assault claims to age 40 from age 26, and potentially even longer in repressed memory cases.
- Deletes entirely the requirement of filing a government claim.



SELF
SCHOOLS EXCESS
LIABILITY FUND

1531 I Street, Suite 300
Sacramento, CA 95814
Toll-Free (866) 453-5300
Fax (916) 321-5311
www.selfjpa.org
info@selfjpa.org

AB 218 Revived Liability Funding Plan Invoice



Schools Excess Liability Fund

1531 "I" Street
Suite 300
Sacramento, CA 95814
(866) 453-5300

Date: 05/22/2024

Invoice #: AB218_0461408-A3

Due Date: 12/31/2024

TO: Biggs Unified School District
300 B Street
Biggs, CA 95917
Attn: Superintendent

Description

Total Amount Due

AB 218 Assessment #3 - This is your entity's pro-rata share of the deficits in the impacted historic years in which you have excess liability coverage with SELF. Invoice detail for individual years begins on page 2.

\$17,001.87

ACH Instructions

Notification: Kathryn Mathes, CFO
Schools Excess Liability Fund
Kathryn@selfjpa.org

Bank: U.S. Bank
P.O. Box 1800
St. Paul, MN 55101-0800

SWIFT Code: USBKUS44IMT

ADA Routing#: 121122676

Account #: 1-534-9534-7624

Account Name: Schools Excess Liability Fund - Operations Account
1531 I Street, Suite 300
Sacramento, CA 95814

Please reference invoice number on any wire.

Questions?

Supplemental Invoice Information: [Supplemental Info 2024](#)
Visit: <http://www.selfjpa.org/ab218res>
Email: info@selfjpa.org

SELF W9:

[W9.pdf](#)

Footnotes:

1. ADA/FTES is based on the audited Lottery ADA/Fiscal Data Abstract from that historic year
2. Pro-rata amounts are calculated based on the original contributions of each party in the historic year divided by total contributions from all parties.

Fiscal Year	SELF ID	District/Agency Name	Pro Rata % ²	ADA/FTES ¹	Pro Rata Total
1990/1991	0461408	Biggs Unified School District	0.01820%	682	\$1,432.16
1996/1997		Biggs Unified School District	0.01822%	818	\$2,161.86
1997/1998		Biggs Unified School District	0.01983%	819	\$3,507.73
1998/1999		Biggs Unified School District	0.01858%	793	\$969.99
1999/2000		Biggs Unified School District	0.01876%	805	\$1,650.87
2000/2001		Biggs Unified School District	0.01758%	775	\$2,356.29
2001/2002		Biggs Unified School District	0.02049%	830	\$1,392.55
2002/2003		Biggs Unified School District	0.02047%	840	\$2,515.20
2003/2004		Biggs Unified School District	0.01992%	853	\$252.44
2004/2005		Biggs Unified School District	0.00464%	843	\$132.00
2006/2007		Biggs Unified School District	0.01321%	773	\$413.95
2007/2008		Biggs Unified School District	0.01684%	702	\$216.83

Subtotal:	\$17,001.87
Less any credits or prior payments:	\$0.00
Total Due - AB-218:	\$17,001.87

INVOICE # AB218_0461408-A3

Footnotes:

1. ADA/FTES is based on the audited Lottery ADA/Fiscal Data Abstract from that historic year
2. Pro-rata amounts are calculated based on the original contributions of each party in the historic year divided by total contributions from all parties.

**ORDER OF ELECTION
(Education Code Sections 5000, 5018, 5304, and 5322)**

RESOLUTION 2023-2024 #15 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 Governing Board members of the Biggs Unified School District of Butte County, 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 Sections 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 members of the governing board of the Biggs Unified School District

Offices Subject to Election: 2 Members 4 year terms

Jonna Phillips and Linda Brown

IT IS FURTHER ORDERED that the clerk or secretary of the Biggs Unified School District Governing Board shall deliver not less than 123 days prior to the date set for the election, one (1) copy to the officer conducting the election.

The foregoing Resolution and Order was adopted by a formal vote of the Biggs Unified School District Governing Board of Butte County, being the board authorized by law to make the designations therein contained on June 12, 2024.

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

Instructions: After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two (2) copies to the County Superintendent of Schools and one (1) to the officer conducting the election, not less than 123 days prior to the date set for the election (Election Code 5322). One (1) of these copies is to be delivered by the County Superintendent to the County Clerk or Registrar of Voters, with a copy of the Notice of Election, at least 120 days prior to the day of election (Education Code 5324).

Instruction: If the election is called under Education Code Section 5018 insert:

"Another purpose is to measure whether the number of members of the governing board of _____ District shall be increase from three to five."

And
"Another purpose of the election shall be to elect two additional members of the governing board of _____ District to serve if the above measure is approved."

Remaining Board Members: M. America Navarro, Melissa A. Atteberry, and Sean Avram (Terms expire 2026)

**RESOLUTION 2023-2024 #16
REGARDING COSTS OF CANDIDATES' STATEMENTS**

WHEREAS, pursuant to Elections Code § 13307 - 133307.5, each candidate for elective office may prepare a candidate's statement for inclusion in the voter's pamphlet.

BE IT THEREFORE RESOLVED by the Butte County Office of Education Governing Board, that each candidate for a position on the Governing Board shall be required to pay his or her pro rata share of the cost of printing, handling, translating and mailing of the candidate's statement filed pursuant to California Elections Code § 13307 - 133307.5, in accordance with said section for the General Election to be held on November 5, 2024.

PASSED AND ADOPTED by the Governing Board this 12th day of June, 2024 by the following vote:

AYES: _____
(Board Member's Names)

NOES: _____
(Board Member's Names)

ABSENT: _____
(Board Member's Names)

ABSTENTION: _____
(Board Member's Names)

(President of the Governing Board)

ATTEST:

By: _____
(Secretary to the Board)

**RESOLUTION 2023-2024 # 17
ESTABLISHING PROCEDURE**

IN CASE OF TIE VOTE AT GOVERNING BOARD ELECTION

WHEREAS, 2 members of Biggs Unified School District Governing Board are to be elected at the November 5, 2024, election; and

WHEREAS, Education Code Section 5304 provides that the Governing Board 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.

BE IT THEREFORE 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.

PASSED AND ADOPTED by the Biggs Unified School District Governing Board, this 12th day of June, 2024 by the following vote:

AYES: _____
(Board Member’s Names)

NOES: _____
(Board Member’s Names)

ABSENT: _____
(Board Member’s Names)

ABSTENTION: _____
(Board Member’s Names)

(President of the Governing Board)

ATTEST:

By _____
(Secretary to the Board)

Remaining Board Members: Melissa A. Atteberry, M. America Navarro, Sean Avram



Quote

BDJtech
 214 Main St Suite 383
 El Segundo, Ca 90245
 P: (513) 404-9354
office@bdjtech.net

Date	June 3, 2024
Expiration	July 3, 2024
Quote Number	DR2193

Ship To
 Christina Raehsler
craehsler@bcoe.org
 Biggs Unified School District
 300 B Street
 Biggs , CA 95917
 530-898-1281

Project Name	Payment Method	Shipping Method	Delivery DATE
District Technology	Net 30	Lift Gate	As scheduled

QTY	Item	DESCRIPTION	UNIT PRICE	LINE TOTAL
24.00	CBK	HP Chromebook 11 G9 EE 11.6" Touchscreen 8GB- 32 GB	\$ 329.00	\$ 7,896.00
125.00	CBK	HP Chromebook 11 G9 EE 11.6" Touchscreen Chromebook - HD - Intel Celeron N4500 - 8 GB - 32 GB Non touch	\$ 319.00	\$ 39,875.00
149.00	eWaste	California eWaste (non tax)	\$ 4.00	\$ 596.00
149.00	Software	Google Management License (non tax)	\$ 32.00	\$ 4,768.00
1.00	Delivery	Lift gate service	\$ 150.00	\$ 150.00
CMAS CONTRACT NUMBER 3-23-05-1025				



Shipping	-
Tax (7.25%)	3,463.40
Total	56,748.40

Please email your purchase order to:
duke@bdjtech.net
 Duke Romo-Regional Sales Manager
 (714) 501-3560

CAASP test prep

Item 14 O

NextGenMath, LLC
3739 Howard Avenue, Unit A
Los Alamitos, CA 90720
+1 3109184804
melissa@nextgenmath.com
www.nextgenmath.com



Quote

ADDRESS

Biggs Unified School District
300 B St. Biggs
Biggs, CA 95917

QUOTE # H-2316

DATE 05/29/2024

EXPIRATION DATE 07/31/2024

SUBSCRIPTION END DATE

6/30/2025

DATE	PRODUCT	DESCRIPTION	QUANTITY	RATE	AMOUNT
	NextGenMath.com Subscription	NextGenMath.com subscription includes instructional video library, blended learning groups, individualized learning pathways and assignable procedural fluency with progress monitoring and analytics. (Per Student Rate) 2024/25 Academic Year Grades 3-8 Only Subscription begins on August 1, 2024	216	18.00	3,888.00
	NextGenMath.com Subscription	Progression Playlist Feature	216	3.00	648.00
	Account activation and maintenance	Account Activation and Maintenance Per School	1	240.00	240.00
	Getting Started PD	Getting Started with NextGenMath.com (90 minute training)	1	950.00	950.00
	Delving Deeper PD	Delving Deeper with NextGenMath.com (90 minute training)	1	950.00	950.00

Terms:
All students, teachers, staff, administrators and other associated members of this school or school district named in the quote to address above will have complete access to all of Next Gen Math's interactive and printable educational material. This site cannot be shared with other non-subscribing users. All material is copyrighted and can only be used by the users described above and cannot be redistributed for use by other non-subscribing schools or districts.
Thank you!

SUBTOTAL	6,676.00
TAX	0.00
TOTAL	\$6,676.00

Accepted By

Accepted Date

Item 14 P



DEDICATED TO TEACHERS

Proposal
Prepared For
Biggs Elementary School

Attention:
Beverly Landers
blanders@biggs.org

For the Purchase of:
Do The Math K-5

Prepared By
Lauren Pasquini
lauren.pasquini@heinemann.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchase may be reviewed here:
<https://www.heinemann.com/terms-of-purchase>

Send **Check Payments** to:
Heinemann
14046 Collections Center Drive
Chicago, IL 60693
Greenwood Publishing Group, LLC. Dba Heinemann

Attention:
Beverly Landers
blanders@biggs.org
Confidential and Proprietary

Send **Orders** to
orders@heinemann.com
FAX: 603-547-9917
Heinemann
P.O. Box 528
Portsmouth, NH 03801

Proposal for
Biggs Elementary School

ISBN	Title	Price	Quantity	Value of All Materials
<u>Do The Math</u>				
A la Carte Items Available for Purchase				
Student Materials				
E13126	9780325131269 Do The Math: Number Core WorkSpace	\$11.60	32	\$371.20
E13124	9780325131245 Do The Math: Number Core WorkSpace, Primary	\$11.60	28	\$324.80
E13134	9780325131344 Do The Math: Addition & Subtraction A WorkSpace	\$11.60	32	\$371.20
E13142	9780325131429 Do The Math: Addition & Subtraction B WorkSpace	\$11.60	32	\$371.20
E13148	9780325131481 Do The Math: Addition & Subtraction C WorkSpace	\$11.60	32	\$371.20
E13159	9780325131597 Do The Math: Multiplication A WorkSpace	\$11.60	32	\$371.20
E13165	9780325131658 Do The Math: Multiplication B WorkSpace	\$11.60	32	\$371.20
E13171	9780325131719 Do The Math: Multiplication C WorkSpace	\$11.60	32	\$371.20
Teacher Resources				
Classroom Manipulative Materials				
E13149	9780325131498 Do The Math: Addition & Subtraction Classroom Materials Box	\$346.55	3	\$1,039.65
Teacher Bookcases				
E13116	9780325131160 Do The Math: Number Core Teacher Bookcase	\$291.55	3	\$874.65
E13128	9780325131283 Do The Math: Addition & Subtraction A Teacher Bookcase	\$291.55	2	\$583.10
E13136	9780325131368 Do The Math: Addition & Subtraction B Teacher Bookcase	\$291.55	1	\$291.55
E13144	9780325131443 Do The Math: Addition & Subtraction C Teacher Bookcase	\$291.55	5	\$1,457.75
Total for A la Carte Items Available for Purchase				
<u>Total for Do The Math</u>		\$7,169.90		

Total Savings:	\$0.00
Subtotal Purchase Amount:	\$7,169.90
Shipping & Handling:	\$752.84
Sales Tax:	\$574.41
Total Cost of Proposal (PO Amount):	\$8,497.15

Send **Check Payments** to:
Heinemann
14046 Collections Center Drive
Chicago, IL 60693
Greenwood Publishing Group, LLC. Dba
Heinemann

Attention:
Beverly Landers
blanders@biggs.org

HMH Confidential and Proprietary

537

Send **Orders** to
orders@heinemann.com
FAX: 603-547-9917
Heinemann
P.O. Box 528
Portsmouth, NH 03801

Total Cost of Proposal (PO Amount): \$8,497.15

Thank you for considering Heinemann as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below additional terms of purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:

Biggs Elementary School
300 B St
Biggs, CA 95917-9732

Sold to:

Biggs USD
300 B St
Biggs, CA 95917-9732

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of the Terms of Purchase linked or stated herein conflict with any preprinted terms on your purchase order, the Heinemann Terms shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

For greater detail, the complete Terms of Purchase may be reviewed here: <https://www.heinemann.com/terms-of-purchase>

Date of Proposal: 5/24/2024

Expiration Date: 7/8/2024



DEDICATED TO TEACHERS

Send **Check Payments** to:

Heinemann
14046 Collections Center Drive
Chicago, IL 60693
Greenwood Publishing Group, LLC. Db
Heinemann

Attention:
Beverly Landers
blanders@biggs.org

Confidential and Proprietary

Send **Orders** to
orders@heinemann.com
FAX: 603-547-9917
Heinemann
P.O. Box 528
Portsmouth, NH 03801

2024-2025 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 28, 2024.**

Biggs High School District/Governing Board at its 6/12/24 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2024-2025 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Biggs High School
 NAME OF REPRESENTATIVE Doug Kaelin POSITION Superintendent
 ADDRESS 300 D Street CITY Biggs ZIP 95917
 PHONE 530/624-0727 FAX — E-MAIL dkaelin@biggs.edu

 NAME OF SCHOOL Biggs High School
 NAME OF REPRESENTATIVE Michelle Schlett POSITION Asst A.D.
 ADDRESS 300 B St CITY Biggs ZIP 95917
 PHONE _____ FAX _____ E-MAIL _____

 NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

 NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Doug Kaelin Signature 
 Address 300 B St City Biggs Zip 95917
 Phone 530/868-1281 FAX _____

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

RESOLUTION 2023-2024 # 18

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE BIGGS
UNIFIED SCHOOL DISTRICT ORDERING A SCHOOL BOND
ELECTION, AND AUTHORIZING NECESSARY ACTIONS IN
CONNECTION THEREWITH**

WHEREAS, the Board of Trustees (the “Board”) of the Biggs Unified School District (the “District”), located in the County of Butte (the “County”), is authorized to order elections within the District and to designate the specifications thereof, pursuant to Sections 5304 and 5322 of the California Education Code; and

WHEREAS, the Board is specifically authorized to order elections for the purpose of submitting to the electors the question of whether bonds of the District shall be issued and sold for the purpose of raising money for the purposes authorized pursuant to California Education Code Sections 15100 *et seq.*; and

WHEREAS, under paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the Constitution of the State of California (the “California Constitution”) and subdivision (b) of Section 18 of Article XVI of the California Constitution, and Section 15266 of the California Education Code, the Board is further authorized, pursuant to a two-thirds vote and subject to Section 15100 of the California Education Code, to seek approval of bonds and levy an *ad valorem* tax to repay those bonds upon a 55% vote of the voters of the District voting on the measure for the purposes hereinafter specified, provided certain accountability requirements are included in the measure, including (a) that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses, (b) that a list of the specific school facilities projects to be funded be included and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list, (c) that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed, and (d) that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects; and

WHEREAS, the Board deems it necessary and advisable to submit such a bond measure to the electors, which, if approved by at least 55% of the votes cast, would permit the District to issue its bonds; and

WHEREAS, the Board has evaluated the facilities needs of the District to determine which projects to finance from a local bond at this time; and

WHEREAS, in order to address the facilities needs of the District, the Board deems it necessary and advisable to fund the specific school facilities projects listed under the heading entitled “BOND PROJECT LIST” included in the full text of the bond measure set forth in Exhibit A attached hereto (the “Bond Project List”); and

WHEREAS, the Board has determined that the projects listed on the Bond Project List are authorized to be financed with bonds of the District under subsection (a) of Section 15100 of the California Education Code and are for purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses; and

WHEREAS, in accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, and as provided in the full text of the bond measure, the Board has evaluated safety, class size reduction and information technology needs in developing the Bond Project List; and

WHEREAS, in accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, and as provided in the full text of the bond measure, annual, independent performance and financial audits shall be required as part of the bond measure; and

WHEREAS, pursuant to Section 15278 of the California Education Code, if a bond measure is authorized in accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution, the Board must establish and appoint members to an independent citizens' oversight committee to ensure that (a) bond revenues are expended only for the purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and (b) that no funds are used for any teacher or administrative salaries or other school operating expenses; and

WHEREAS, in accordance with Section 15278 of the California Education Code, and as provided in the full text of the bond measure, an independent citizens' oversight committee shall be required as part of the bond measure; and

WHEREAS, a bond election authorized pursuant to paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution, must be conducted concurrent with a statewide primary election, general election or special election, or at a regularly scheduled local election at which all of the electors of the District are entitled to vote, as required by Section 15266 of the California Education Code; and

WHEREAS, on November 5, 2024, a statewide general election is scheduled to be conducted throughout the District; and

WHEREAS, subsection (c) of Section 15100 of the California Education Code provides that, before the Board may order an election pursuant to California Education Code Sections 15100 *et seq.*, it shall obtain reasonable and informed projections of assessed property valuations that take into consideration projections of assessed property valuations made by the county assessor; and

WHEREAS, although the County Assessor does not make projections of assessed property valuations beyond the next succeeding tax year, the Board has been presented with projections of assessed property valuations of the property within the boundaries of the District in connection with developing the bond measure that take into consideration, among other things, the long-term historical average growth rates of assessed property valuations of the property within the

boundaries of the District and the Board finds those projections to be reasonable and informed; and

WHEREAS, the Board has determined that, based upon such projections of assessed property valuation, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the maximum tax rate permitted by Section 15270 of the California Education Code; and

WHEREAS, Section 9400 *et seq.* of the California Elections Code requires that a tax information statement be contained in all official materials, including any voter information guide prepared, sponsored or distributed by the District, relating to the election; and

WHEREAS, the Board now desires to authorize the filing of a ballot argument in favor of the bond measure to be submitted to the voters at the election; and

WHEREAS, the District expects to pay certain expenditures (the “Reimbursement Expenditures”) in connection with the projects listed in the Bond Project List prior to financing the costs associated with such projects on a long-term basis; and

WHEREAS, the District reasonably expects that certain of the proceeds of the bonds proposed to be issued under the bond measure, if approved by voters, will be used to reimburse the Reimbursement Expenditures; and

WHEREAS, Section 1.150-2 of the Treasury Regulations requires the District to declare its reasonable official intent to reimburse prior expenditures for the projects listed in the Bond Project List with proceeds of a subsequent borrowing; and

WHEREAS, if any project to be funded by the bonds will require State of California matching grant funds for any phase, the sample ballot must contain a statement, in the form prescribed by law, advising the voters that such project is subject to the approval of State matching funds and, therefore, passage of the bond measure is not a guarantee that the project will be completed, and the Board finds that completion of no portion of the projects listed in the Bond Project List will require State matching grant funds for any phase thereof;

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Trustees of the Biggs Unified School District as follows:

Section 1. **Recitals.** All of the above recitals are true and correct.

Section 2. **Specifications of Election Order; Required Certification.** Pursuant to California Education Code Sections 5304, 5322, 15100 *et seq.*, and 15266, and paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution, a special election shall be held within the boundaries of the District on November 5, 2024, for the purpose of submitting to the registered voters of the District the bond measure contained in Exhibit A attached hereto and incorporated herein. In accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, and as provided in the full text of the bond measure, the Board hereby

certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

Section 3. Conduct of Election. (a) *Request to County Officers.* Pursuant to Section 5303 of the California Education Code, the Registrar of Voters of the County (the “Registrar of Voters”) is required to, and is hereby requested to, take all steps to hold the election in accordance with law and these specifications.

(b) *Abbreviation of Measure.* Pursuant to Sections 13119 and 13247 of the California Elections Code and Sections 5322 and 15122 of the California Education Code, the Board hereby directs the Registrar of Voters to use the following statement of the bond measure on the ballot:

“To improve the quality of Biggs school facilities; replace leaky roofs; construct/modernize classrooms, restrooms and school facilities; and make health, safety and security improvements; shall the Biggs Unified School District measure be adopted authorizing \$16,500,000 of bonds, at legal rates, raising on average \$988,000 annually while bonds are outstanding at a rate of approximately 6 cents per \$100 of assessed valuation, with annual audits, independent citizens’ oversight, NO money for administrator salaries and all money spent locally?”

(c) *Voter Information Guide.* The Registrar of Voters is hereby requested to reprint the full text of the bond measure as set forth in Exhibit A in its entirety in the voter information guide to be distributed to voters.

(d) *State Matching Funds.* The District has determined that the projects to be funded from the proposed bonds will not require State matching funds for any phase thereof, and that Section 15122.5 of the California Education Code does not apply to the bond measure, and accordingly, the Registrar of Voters is directed not to include in the voter information guide the disclosure otherwise required by Section 15122.5 of the California Education Code.

(e) *Consolidation Requirement.* Pursuant to Section 15266(a) of the California Education Code, the election shall be consolidated with the statewide general election on November 5, 2024, and pursuant to California Education Code Section 5342 and Part 3 (commencing with Section 10400) of Division 10 of the California Elections Code, the Registrar of Voters and the Board of Supervisors of the County are hereby requested to order consolidation of the election with such other elections as may be held on the same day in the same territory or in territory that is in part the same. The District hereby acknowledges that the consolidated election will be held and conducted in the manner prescribed by Section 10418 of the California Elections Code.

(f) *Canvass of Results.* The Board of Supervisors of the County is authorized and requested to canvass the returns of the election, pursuant to Section 10411 of the California Elections Code.

(g) *Required Vote.* Pursuant to Section 18 of Article XVI and Section 1 of Article XIII A of the California Constitution, the bond measure shall become effective upon the affirmative vote of at least 55% of the voters of the District voting on the measure.

(h) *Election Costs.* The District shall pay all costs of the election approved by the Board of Supervisors of the County pursuant to California Education Code Section 5421.

Section 4. Delivery of Order of Election to County Officers. The Clerk of the Board of the District is hereby directed to cause to be filed as soon as practicable, and in any event no later than July 16, 2024 (which date is the measure submission due date set by the Registrar of Voters for the election), one copy of this Resolution to the Registrar of Voters, including the tax information statement attached hereto as Exhibit B, containing the information required by California Elections Code Section 9400 *et seq.*, completed and signed by the Superintendent of the District, with such technical corrections or additions as deemed necessary by the Superintendent of the District, and shall file a copy of this Resolution with the Clerk of the Board of Supervisors of the County. With respect to the tax information statement attached hereto as Exhibit B, the Board hereby adopts the procedures set forth in California Elections Code Section 9405.

Section 5. Ballot Arguments. The President of the Board, or any member or members of the Board as the President shall designate, are hereby authorized, but not directed, to prepare and file with the Registrar of Voters a ballot argument in favor of the bond measure and a rebuttal argument to the argument against the bond measure, if any, within the time established by the Registrar of Voters, which shall be considered the official ballot argument of the Board as sponsor of the bond measure.

Section 6. Declaration of Official Intent to Reimburse. The District hereby declares its official intent to use proceeds of the bonds proposed to be issued under the bond measure to reimburse itself for Reimbursement Expenditures. This declaration is made solely for purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations. This declaration does not bind the District to make any expenditure, incur any indebtedness, or proceed with the projects listed in the Bond Project List.

Section 7. Further Authorization. The members of the Board, the Superintendent of the District, and all other officers of the District are hereby authorized and directed, individually and collectively, to do any and all things that they deem necessary or advisable in order to effectuate the purposes of this resolution in accordance with the terms hereof and of applicable provisions of law.

Section 8. **Effective Date.** This Resolution shall take effect upon its adoption by the Board pursuant to a two-thirds vote.

PASSED AND ADOPTED this day, June 12, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

APPROVED:

President of the Board of Trustees of the Biggs
Unified School District

Attest:

Clerk of the Board of Trustees of the
Biggs Unified School District

EXHIBIT A

FULL TEXT OF BOND MEASURE

BIGGS UNIFIED SCHOOL DISTRICT IMPROVEMENT MEASURE

This measure may be known and referred to as the “Biggs Unified School District Improvement Measure” or as “Measure ___”. *[designation to be assigned by County Registrar of Voters]*

BOND AUTHORIZATION

By approval of this measure by at least 55% of the voters of the Biggs Unified School District (the “District”) voting on the measure, the District shall be authorized to issue and sell bonds of up to \$16,500,000 in aggregate principal amount to provide financing for the specific school facilities projects listed under the heading entitled “BOND PROJECT LIST” below (the “Bond Project List”), subject to all of the accountability safeguards specified below.

ACCOUNTABILITY SAFEGUARDS

The provisions in this section are specifically included in this measure in order that the voters and taxpayers of the District may be assured that their money will be spent to address specific school facilities needs of the District, all in compliance with the requirements of Article XIII A, Section 1(b)(3) of the Constitution of the State of California (the “California Constitution”), and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Sections 15264 and following of the California Education Code).

Evaluation of Needs. The Board of Trustees of the District (the “Board”) has evaluated the facilities needs of the District to determine which projects to finance from a local bond at this time. To address the facilities needs of the District, the Board deems it necessary and advisable to fund the specific school facilities projects listed in the Bond Project List. The Board hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

Limitations on Use of Bonds. Proceeds from the sale of bonds authorized by this measure shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses. More specifically, the Bond Project List provides for the specific projects the District proposes to finance with proceeds from the sale of bonds authorized by this measure and such proceeds shall be applied only to those specific purposes.

Independent Citizens' Oversight Committee. In accordance with and pursuant to California Education Code Section 15278 *et seq.*, the Board shall establish an independent citizens' oversight committee, within 60 days of the date that the Board enters the election results on its minutes pursuant to Section 15274 of the California Education Code, to ensure that (a) bond revenues are expended only for the purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and (b) that no funds are used for any teacher or administrative salaries or other school operating expenses. In accordance with Section 15282 of the California Education Code, the citizens' oversight committee shall consist of at least seven members and shall include a member active in a business organization representing the business community located within the District, a member active in a senior citizens' organization, a member active in a bona fide taxpayers' organization, a member that is a parent or guardian of a child enrolled in the District, and a member that is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization. The committee may be comprised of the same members of the citizens' oversight committees for other District bond measures. No employee or official of the District and no vendor, contractor or consultant of the District shall be appointed to the citizens' oversight committee.

Annual Performance Audits. In compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000, the Board shall conduct an annual, independent performance audit to ensure that the proceeds from the sale of bonds authorized by this measure have been expended only on the school facilities projects listed in the Bond Project List. These audits shall be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States for performance audits. The results of these audits shall be made publicly available and shall be submitted to the citizens' oversight committee in accordance with Section 15286 of the California Education Code.

Annual Financial Audits. In compliance with the requirements of Article XIII A, Section 1(b)(3)(D) of the California Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000, the Board shall conduct an annual, independent financial audit of the proceeds from the sale of bonds authorized by this measure until all of those proceeds have been spent for the school facilities projects listed in the Bond Project List. These audits shall be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States for financial audits. The results of these audits shall be made publicly available and shall be submitted to the citizens' oversight committee in accordance with Section 15286 of the California Education Code.

Special Bond Proceeds Account; Annual Report to Board. In compliance with the requirements of California Government Code Section 53410 and following, upon approval of this measure and the sale of any bonds approved, the Board shall take actions necessary to establish an account in which proceeds of the sale of bonds authorized by this measure shall be deposited. In compliance with the requirements of California Government Code Section 53411, as long as any proceeds of the bonds remain unexpended, the chief fiscal officer of the District

shall cause a report to be filed with the Board at least once a year, stating (a) the amount of funds collected and expended in that year, and (b) the status of any project required or authorized to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period as the chief fiscal officer of the District shall determine, and may be incorporated into the annual budget, audit, or other appropriate routine report to the Board.

FURTHER SPECIFICATIONS

Single Purpose. All of the purposes enumerated in this measure shall be united and voted upon as one single measure, pursuant to California Education Code Section 15100, and all the enumerated purposes shall constitute the specific single purpose of the bonds, and the proceeds from the sale of bonds authorized by this measure shall be spent only for such purpose, pursuant to California Government Code Section 53410.

Other Terms of the Bonds. When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum, and that interest shall be made payable at the time or times permitted by law. The bonds may be issued and sold in several series, and no bond shall be made to mature more than the statutory maximum number of years from the date borne by that bond.

BOND PROJECT LIST

The Bond Project List below lists the specific projects the District proposes to finance with proceeds of the bonds. The Bond Project List shall be considered a part of this bond measure and shall be reproduced in any official document required to contain the full statement of the bond measure. Listed projects will be completed as needed at a particular school or school facility site according to Board-established priorities, and the order in which such projects appear on the Bond Project List is not an indication of priority for funding or completion. In so far as permitted by law, each project is assumed to include its share of costs of the election and bond issuance, construction-related costs, such as project and construction management, architectural, engineering, permitting and entitlements, inspection and similar planning and testing costs, demolition and interim facility costs, legal, accounting and similar fees, costs related to the independent annual financial and performance audits, a contingency for unforeseen design and construction costs, and other costs incidental to or necessary for completion of the listed projects (whether the related work is performed by the District or third parties). The final cost of each project will be determined as plans are finalized, construction bids are awarded, and projects are completed. In addition, certain project funds expected from non-local bond sources have not yet been secured. Therefore, the Board cannot guarantee that the bond proceeds will provide sufficient funds to allow completion of all listed projects. Alternatively, if the District obtains unexpected funds from non-local bond sources with respect to listed projects, such projects may be enhanced, supplemented or expanded to the extent of such funds. Some projects may be subject to further government approvals, including by State officials and boards and/or local environmental or agency approval. Inclusion of a project on the Bond Project List is not a guarantee that the project will be completed (regardless of whether bond funds are available).

The specific projects authorized to be financed with proceeds from the sale of bonds authorized by this measure are as follows:

DISTRICT WIDE PROJECTS
<p>The following projects are authorized to be financed at all school facilities sites District wide:</p> <ul style="list-style-type: none"> • Replace portable classrooms with permanent classrooms. • Renovate, construct, replace and/or modernize all classrooms for current educational standards, including acquiring, installing and/or upgrading technology equipment, fixtures and infrastructure. • Construct, reconfigure, modify and/or acquire and install school facilities and improvements to school grounds to create innovative indoor and outdoor learning areas and spaces, including outdoor learning areas, shade structures, and walkways. • Construct, replace, improve, renovate and/or acquire and install restrooms. • Modernize, upgrade, renovate, rehabilitate, re-configure, expand and/or upgrade classrooms, classroom buildings, restrooms, common areas and school support facilities (including library, multipurpose room/auditorium, food storage, preparation and service, cafeteria and office/staff support facilities), whether permanent, portable or modular, including interior and exterior (as applicable) doors, windows, door and window hardware, roofs, rain gutters and downspouts, pillars, structural supports, walls, ceilings and floors and finishes, paint, siding, insulation, casework, surfaces, cabinets, secured storage, carpets, drapes, window coverings, infrastructure, lighting, sinks, drinking fountains, fixtures, signage, furniture and equipment. • Remove, repair, and refinish building and site areas damaged by dry rot, water, termites, etc. • Construct, replace, improve, renovate and/or acquire and install Early Learning Centers and construct, improve and/or expand Transitional Kindergarten facilities and learning spaces. • Construct, replace, improve, renovate and/or acquire and install Career Technical Education classrooms and labs • Make energy-efficiency upgrades and acquire and install energy efficient equipment and systems to reduce carbon footprint, to promote energy efficiency, reduce maintenance costs and promote climate resiliency and sustainability, including sustainable building improvements (e.g., windows, lighting, electrical systems panel, HVAC, water systems, distribution and storage systems, energy efficiency/management monitoring systems, networks, fixtures, equipment and controls, etc.). • Repair or replace roofs. • Construct, replace, improve, renovate, resurface and/or acquire and install physical education facilities and grounds, including gymnasiums, locker rooms, fields, courts, pools, turf, outside instructional areas, paved and other hard surfaces, and replace, acquire and/or install furniture, equipment and fixtures in such facilities and areas. • Construct, replace, improve, renovate and/or acquire and install playgrounds, playfields and other play spaces, including replacing turf and installing new irrigation and drainage systems, and acquire, improve, replace and/or upgrade playground equipment and fixtures. • Renovate, replace, upgrade, expand, and/or install walls, gates, fencing, and landscaping.

- Reconfigure, renovate, repair, resurface, improve and/or expand parking lots and related areas, including ingress and egress areas, student pick-up/drop-off areas, and parking areas.
- Renovate, replace, upgrade, acquire, install and/or integrate major site/building/utility systems, equipment and related infrastructure and casing, including lighting, electrical (including wiring and related infrastructure for modern technology), heating, refrigeration, cooling and ventilation (including HVAC), plumbing, water, sewer, gas, irrigation, drainage, and energy efficiency/management monitoring systems, networks, fixtures, equipment and controls.
- Improve student access to computers and modern technology by updating and/or acquiring and installing technology equipment, fixtures and infrastructure, including computers, tablets, mobile devices, software, interactive educational technology, digital projectors and cameras, monitors, audio systems, video systems, network equipment (including servers, network interface devices, network switches and routers, wireless network equipment, firewalls, network security equipment, racking, power and cooling equipment, wiring and uninterruptible power supply equipment and systems), backup power systems, etc; rehabilitate and replace such equipment, fixtures and infrastructure as needed in the future. Technology equipment, fixtures and infrastructure includes existing technology equipment, fixtures and infrastructure as well as technology equipment, fixtures and infrastructure developed in the future.
- Upgrade, construct, expand and/or acquire and install safety and security improvements, equipment, fixtures and systems, including fencing, gates, master key and lock systems, lighting, alarm systems, fire detection and suppression systems, emergency signage, safety doors, camera and video surveillance systems, and emergency communication systems.
- Make safety and accessibility improvements and/or eliminate or mitigate health and safety risks and/or comply with local, state and federal building, health, safety, access and other related requirements, including requirements of the Field Act and the Americans with Disabilities Act (ADA).

MISCELLANEOUS

All listed bond projects include the following as needed:

- Planning and designing necessary for listed bond projects.
- The inspection, sampling and analysis of grounds, buildings and building materials to determine the presence of hazardous materials or substances, including asbestos, lead, etc., and the encapsulation, removal, disposal and other remediation or control of such hazardous materials and substances.
- Seismic and historical evaluations, site surveys (including topographic, geological and utility surveys), and infrastructure analyses.
- Necessary onsite and offsite preparation or restoration in connection with new construction, renovation or remodeling, or installation or removal of relocatable buildings or other temporary buildings, including demolition of structures; removing, replacing, or installing irrigation, drainage, utility lines (gas, water, sewer, electrical, data and voice, etc.), trees and landscaping; and relocating fire access roads or ingress/egress pathways.
- Address other unforeseen conditions revealed by construction, renovation or modernization (including plumbing or gas line breaks, dry rot, seismic and structural deficiencies, etc.).

- Acquire or construct other improvements required to comply with building codes, including seismic safety requirements, the Field Act, and access requirements.
- Acquisition of any rights-of-way, easements, licenses and/or real property made necessary by listed bond projects, or lease of real property made necessary by the listed bond projects.
- Acquire or construct storage facilities and other space on an interim basis, as needed to accommodate construction materials, equipment, and personnel.
- Furnishing and equipping of classrooms and other school facilities; furnishing and equipping shall include initial purchases, and scheduled and necessary replacements, upgrades and updating of technology.
- All other costs and work necessary or incidental to the listed bond projects.

**PROJECTS INVOLVING RENOVATION,
REHABILITATION OR REPAIR**

For any project involving renovation, rehabilitation or repair of a building or the major portion of a building, the District shall be authorized to proceed with new replacement construction instead (including any necessary demolition) if the Board determines that replacement new construction is more practical than renovation, rehabilitation or repair, considering the building's age, condition, expected remaining life, comparative cost and other relevant factors.

GENERAL PROVISIONS

Interpretation. The terms of this bond measure and the words used in the Bond Project List shall be interpreted broadly to effect the purpose of providing broad and clear authority for the officers and employees of the District to provide for the school facilities projects the District proposes to finance with the proceeds of the sale of bonds authorized by this measure within the authority provided by law, including Article XIII A, Section 1(b)(3) of the California Constitution, California Education Code Section 15000 *et seq.* and the Strict Accountability in Local School Construction Bonds Act of 2000. Without limiting the generality of the foregoing, such words as repair, improve, upgrade, expand, modernize, renovate, and reconfigure are used in the Bond Project List to describe school facilities projects in plain English and are not intended to expand the nature of such projects beyond, or have an effect on, and shall be interpreted to only permit, what is authorized under Article XIII A, Section 1(b)(3) of the California Constitution, California Education Code Section 15000 *et seq.* and the Strict Accountability in Local School Construction Bonds Act of 2000. In this regard, the Bond Project List does not authorize, and shall not be interpreted to authorize, expending proceeds of the sale of bonds authorized by this measure for current maintenance, operations or repairs. The school facilities projects on the Bond Project List only authorize capital expenditures.

Estimated Ballot Information. The Board hereby declares, and the voters by approving this bond measure concur, that the information included in the statement of the bond measure to be voted on pursuant to Section 13119 of the California Elections Code is based upon the District's projections and estimates only and is not binding upon the District. The amount of money to be raised annually and the rate and duration of the tax to be levied for the bonds may vary

from those presently estimated due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for project funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

Headings. The headings or titles of the sections of the bond measure, including any headings or titles included in the Bond Project List, are solely for convenience of reference and shall not affect the meaning, construction or effect of the bond measure.

Severability. The Board and the voters hereby declare that every portion, section, subdivision, paragraph, clause, sentence, phrase, word, application and individual project (individually referred to as “Part” and collectively as “Parts”), of this bond measure has independent value, and the Board and the voters would have adopted each Part hereof regardless of whether any other Part of this bond measure would be subsequently declared invalid. Upon approval of this bond measure by the voters, should any Part of this bond measure be found by a court of competent jurisdiction to be invalid for any reason, all remaining Parts hereof shall remain in full force and effect to the fullest extent allowed by law, and to this end the Parts of this bond measure are severable.

EXHIBIT B

TAX INFORMATION STATEMENT

An election will be held in the Biggs Unified School District (the “District”) on November 5, 2024, to authorize the sale of up to \$16,500,000 in bonds of the District to finance school facilities as described in the measure. If the bond measure is approved by at least 55% of the voters of the District voting on the bond measure, the District expects to issue the bonds in multiple series over time. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property in the District. The following information is provided in compliance with Sections 9400 through 9405 of the California Elections Code.

1. The best estimate of the average annual tax rate that would be required to be levied to fund this bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of filing of this statement, is \$58.00 per \$100,000 (5.800 cents per \$100) of assessed valuation. The final fiscal year in which the tax to be levied to fund this bond issue is anticipated to be collected is fiscal year 2057-58.
2. The best estimate of the highest tax rate that would be required to be levied to fund this bond issue, based on estimated assessed valuations available at the time of filing of this statement, is \$60.00 per \$100,000 (6.000 cents per \$100) of assessed valuation in fiscal year 2025-26.
3. The best estimate of the total debt service, including the principal and interest, that would be required to be repaid if all of the bonds are issued and sold is approximately \$33,600,000.

Voters should note that estimated tax rates are based on the *ASSESSED VALUE* of taxable property on the County’s official tax rolls, *not* on the property’s market value, which could be more or less than the assessed value. In addition, taxpayers eligible for a property tax exemption, such as the homeowner’s exemption, will be taxed at a lower effective tax rate than described above. Property owners should consult their own property tax bills and tax advisors to determine their property’s assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District’s projections and estimates only, which are not binding upon the District. The average annual tax rate, the highest tax rate, the final fiscal year in which the tax is anticipated to be collected and the year or years in which they will apply, and the actual total debt service, may vary from those presently estimated for a variety of reasons, including, without limitation, due to variations in the timing of bond sales, the amount or amortization of bonds sold, market conditions at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount or amortization of bonds sold at any given time will be determined by the District based on need for project funds and other factors, including the legal limitations on bonds approved by a 55% affirmative vote. Market conditions, including, without limitation, interest rates, are affected by economic and other factors beyond the control of the District and will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process. The growth or decline in assessed valuation is the result of a number of economic and other factors outside the control of the District.

Dated: _____, 2024.

Superintendent
Biggs Unified School District

CLERK'S CERTIFICATE

I, M. America Navarro, Clerk of the Board of Trustees of the Biggs Unified School District, County of Butte, California, hereby certify that the foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Trustees of said District held at the regular meeting place thereof on June 12, 2024, and entered in the minutes thereof, of which meeting all of the members of the Board of Trustees had due notice and at which a quorum thereof was present, and that at said meeting the resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

An agenda of the meeting was posted at least 72 hours before the meeting at 300 B Street, Biggs, California, a location freely accessible to members of the public, and on the District's website at <https://www.biggs.org/Board/Agendas--Minutes/index.html>, and a brief description of the resolution appeared on the agenda.

I further certify that I have carefully compared the same with the original minutes of said meeting on file and of record in the District administrative office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and that said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: _____, 2024

Clerk of the Board of Trustees
Biggs Unified School District



Math curriculum for
K-8th

LCAP - 9102

Item 14 S

Proposal for Partnership

Quote Number	Q-48486	Created Date	05/29/2024
Account Name	Biggs Unified School District (CA)	Expiration Date	06/28/2024
Primary Contact	Beverly Landers	Prepared By	Nick Martin
		Email	nick.martin@openup.org

Bill To	Ship To
Beverly Landers	Beverly Landers
300 B St	300 B St
Biggs, CA 95917-9732	Biggs, CA 95917-9732

Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning.

The following quote outlines pricing for the requested materials and services; please contact us should your needs change. We will confirm this order upon receipt of your purchase order(s).

Thank you!

Product	Product Code	Unit Price	Qty.	Total Price
OUR K5 MATH GK STDNT COURSE	9781638426752	\$28.00	40	\$1,120.00
OUR K5 MATH GK TCHR COURSE	9781638427315	\$127.00	2	\$254.00
OUR K5 MATH G1 STDNT COURSE	9781638426844	\$28.00	45	\$1,260.00
OUR K5 MATH G1 TCHR COURSE	9781638427414	\$127.00	3	\$381.00
OUR K5 MATH G2 STDNT COURSE	9781638426936	\$28.00	45	\$1,260.00
OUR K5 MATH G2 TCHR COURSE	9781638427513	\$127.00	3	\$381.00
OUR K5 MATH G3 STDNT COURSE	9781638427032	\$28.00	10	\$280.00

OUR K5 MATH G3 TCHR COURSE	9781638427629	\$127.00	2	\$254.00
OUR K5 MATH G4 STDNT COURSE	9781638427124	\$28.00	30	\$840.00
OUR K5 MATH G4 TCHR COURSE	9781638427728	\$127.00	2	\$254.00
OUR K5 MATH G5 STDNT COURSE	9781638427223	\$28.00	10	\$280.00
OUR K5 MATH G5 TCHR COURSE	9781638427834	\$127.00	1	\$127.00
OUR MATH G6 3ED STDNT COURSE	9798886820843	\$35.00	40	\$1,400.00
OUR MATH G6 3ED TCHR COURSE	9798886822885	\$135.00	2	\$270.00
OUR MATH G7 3ED STDNT COURSE	9798886820942	\$35.00	50	\$1,750.00
OUR MATH G7 3ED TCHR COURSE	9798886822984	\$135.00	2	\$270.00
OUR MATH G8 3ED STDNT COURSE	9798886821048	\$35.00	40	\$1,400.00
OUR MATH G8 3ED TCHR COURSE	9798886823080	\$135.00	2	\$270.00

Subtotal: \$12,051.00

Standard Shipping Subtotal: FREE*

Estimated Tax: \$873.73

Total: \$12,924.73

Terms & Conditions

Pricing Information:

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
- Note: This is a cost proposal, not a formal contract.

Shipping and Handling Charges:

- All orders for Alaska and Hawaii will be charged shipping based on weight and distance.
- Standard orders will be shipped via ground carrier, standard delivery.
- Books are packed in cartons labeled with Grade and Unit Number. Pallets will be organized by the receiving school or district to aid in distribution to the appropriate locations. To minimize the number of pallets shipped per school, materials for more than one grade level may appear on a single pallet.
- *Additional charges may apply for expedited shipments or exceptionally large orders; please contact your field specialist if you have special shipping or delivery requirements. Requests for shipping or product order changes after submission of your order will be accommodated whenever possible, though fees for re-direction may apply.

Ordering Information:

Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:

- Your complete billing address.
- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- A copy of this proposal.
- Any additional special requirements for delivery.

Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a 501C3 not-for-profit organization.
- A 3% service charge will be applied for credit card payments.
- After 90 days, a fee of 1.5% per month will be charged on unpaid balances

Shortages and Damaged Materials

Please inventory your materials upon receipt. Open Up Resources will replace damaged, missing, or incorrect materials from an order at no cost to the customer if notified within 30 days of the shipment arrival date.

Return requests for any other reason must be made within 30 days of the shipment arrival date and will be considered by Open Up Resources on a case-by-case basis.

The following materials are not refundable:

- Custom trade book bundles and their bins
- Lab Materials Kits

Warranty:

- Open Up warrants to the District that for one year from the date of purchase (the 'Warranty Period'), all printed textbooks provided by Open Up pursuant to this RFP ('Textbooks') will be free from material manufacturing defects in material and workmanship that render such Textbooks unusable. To the extent that a material manufacturing defect that makes any Textbook unusable is discovered during the Warranty Period, Open Up will provide the District with a functionally equivalent replacement Textbook at no additional cost to the District. EXCEPT FOR THE WARRANTY SET FORTH ABOVE, OPEN UP MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE TEXTBOOKS, INCLUDING ANY (A) WARRANTY OF MERCHANTABILITY OR (B) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE. THIS WARRANTY DOES NOT APPLY TO LAB MATERIALS KITS.
- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org.

Tax Information:

Taxes have been estimated based on Open Up Resources' understanding of applicable taxes in your school's location. They will be confirmed at the time of invoicing.

CERTIFICATED STIPEND SCHEDULE
Effective August 2024

High School

Fall Athletics	Staff Member/Name	\$	Date Bd Apprvd
Head Varsity Football	Brian Harrison	2020	06/12/2024
Assistant Varsity Football (2)	Rob Hall	1571	06/12/2024
	Brenden Smith	1571	06/12/2024
Head JV Football	Roscoe Deel	1683	06/12/2024
Assistant JV Football	Garrhett Milburn	1459	06/12/2024
Head Varsity Volleyball		1683	
Head JV Volleyball		1459	
Cheerleader Advisor		1683	
Cross Country	N/A	1000	
<u>Winter Athletics</u>			
Head Varsity Basketball (boys)		1908	
Head Varsity Basketball (girls)	Tim Sheridan	1908	05/08/2024
Head JV Basketball (boys)		1571	
Head JV Basketball (girls)		1571	
Head Varsity Wrestling		1908	
Assistant Varsity Wrestling		1571	
Soccer Coach	N/A	1796	
<u>Spring Athletics</u>			
Head Varsity Baseball		1796	
Head Varsity Softball		1796	
Head Coed Track		1796	
Assistant Coed Track		1571	
Coed Golf		1000	

Other Stipends

Academic Decathlon Coordinator	Connor McGee	561	05/08/2024
Chess Advisor		500	
CSF Advisor	Anne Lair	750	05/08/2024
Student Council Advisor (ASB)	Lauren Garcia	1908	05/08/2024
Athletic Director	Doug Kaelin	3000	06/12/2024
State Testing Coordinator		337	
Student Study Team Coord		450	
Lead Teacher – H.S.	Sormano/Morch	2000 (split)	05/08/2024

District-wide

Assistant Athletic Director	Michelle Schleef	2000	06/12/2024
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BES/RES

Volleyball 8 th		600	
Volleyball 7 th		600	
Volleyball 6 th		600	
Flag Football 7 th /8 th grade		600	
Flag Football 5 th /6 th grade		600	
Soccer		600	
Basketball (boys) 5 th /6 th grade		600	
Basketball (boys) 7 th grade		600	
Basketball (boys) 8 th grade		600	
Basketball (girls) 5 th /6 th grade	Hollie Byers	600	05/08/2024
Basketball (girls) 7 th grade	Hollie Byers	600	05/08/2024
Basketball (girls) 8 th grade	Hollie Byers	600	05/08/2024
Wrestling		600	
Track - Coed		500	

****If the team ends up being a combo grade team (ex.7th/8th), the stipend is paid \$600****

Other Stipends

CJSF Advisor	Joelene Gilman	500	05/08/2024
Chess Advisor	Jeff Thengvall	500	06/12/2024

School Site Council Coordinator	Kelly Lewis	561	06/12/2024
State Testing Coordinator	Tracey McPeters	337	06/12/2024
STEAM Night Coordinator	Jill Pearson	337	06/12/2024
Science Fair		225	
ASB/Student Council Advisor	Beth Chavez	561	06/12/2024
Spelling Bee Coordinator	Beth Chavez	225	06/12/2024
RES - Lead Teacher - Richvale	Jill Pearson	2244	05/08/2024
BES - Lead Teacher/PBIS/Classroom Support		2000	
Events Coordinator	Hollie Byers	1,500	05/08/2024
Student Study Team Coordinator	Landers/McPeters	2,000(split)	06/12/2024
Results Coordinator	Hollie Byers	\$350/tri.	05/08/2024
Red Ribbon Coordinator	Beth Chavez	225	06/12/2024
Winter Program Director	Hollie Byers	337	05/08/2024
Science Camp Coordinator	Tracey McPeters	800	06/12/2024
Science Camp Teacher (2)		500 each	

Biggs Unified School District

Addendum to Superintendent's Contract

July 1, 2024

1. Employment Duties and Obligations

For the 2024 - 2025 school year the Superintendent shall take on all the duties and obligations of the High School Principal. In said capacity, Superintendent/Principal shall do and perform all services, acts, or things necessary or advisable, to manage and conduct the business of the District and Biggs High School.

2. Term

The term of the Agreement shall commence on July 1, 2024 and terminate on June 30, 2025, unless terminated earlier pursuant to the provisions of the Agreement, or unless extended as provided herein or as provided by law.

3. (Salary)

District shall pay Superintendent a stipend equal to 50% of Step 1 on the High School Principal salary schedule. The salary shall be paid in twelve (12) equal monthly installments on the last regular business day of each calendar month.

All other terms and conditions of the Superintendents contract remain the same.

Doug Kaelin

Board President

Date:

Date:

AMENDMENT TO THE 2022 EMPLOYMENT CONTRACT
Between
Analyn Dyer
and the

GOVERNING BOARD OF THE BIGGS UNIFIED SCHOOL DISTRICT

This Agreement is entered into and effective on July 1, 2024, by and between the Board of Trustees of the Biggs Unified School District (Board), the Biggs Unified School District (District) and Analyn Dyer (Chief Business Official) (together, Parties).

Executed June 12, 2024, and effective July 1, 2024, the Parties entered into a Contract of Employment of, Chief Business Official (Contract). By this First Amendment, the Parties, and each of them, intend to and hereby do amend the Contract.

1. Term

Section 1, Term, is modified as follows:

The term of this Contract is July 1, 2024 through and including June 30, 2027.

2. Compensation

Section 5, Compensation, is modified as follows:

At the beginning of school year three, the Chief Business Official will receive a three percent (3%) longevity increase to her base pay. Upon year four and each subsequent year, the Chief Business Official will receive a three percent (3%) longevity increase to her base pay.

3. Section 7. Health and Welfare - The District shall contribute the same amount for the Chief Business Official as identified in the 2023-2024 BUTA contract.

In all other respects the Contract shall remain unchanged. The Parties intend that the Contract and this Amendment shall constitute the whole and complete employment agreement between the Parties.

For the BIGGS UNIFIED SCHOOL DISTRICT

By:

President, Governing Board

Dated

Accepted by:

Analyn Dyer

Dated

PUBLIC DISCLOSURE FORM

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and GC 3547.5 and 3540.2

Biggs Unified School District

Bargaining/Represented Unit: Classified Management-CBO

Certificated Classified Confidential Management

The proposed agreement covers the period beginning July 1, 2024 and ending June 30, 2027
 It will be acted upon by the District Governing Board at the meeting on June 12, 2024

A. Proposed Change in Compensation

Compensation	Cost prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease to cost	Year 2 Increase/Decrease to cost	Year 3 Increase/Decrease to cost
1. Salary Schedule (This is to include Step and Column.)	126,341			
2. Other Compensation Changes to Stipends, Bonuses, Longevity, O/T, Differential, etc.		3,790	3,904	4,021
Description of "Other Compensation"		Longevity	Longevity	Longevity
3. Statutory Benefits STRS,PERS,FICA,WC,UI, Medicare, etc.	46,307	1,644	1,378	1,436
4. Health and Welfare Plans	9,028	2,721	0	0
5. Total Compensation (Add Items 1 thru 4)	181,676	8,155	5,282	5,457
Percentage Change		4%	3%	3%

B. Average Cost of Compensation per Employee

6. Total Number of Represented Employees (Use FTE's if appropriate)	1.0	1.0	1.0	1.0
7. Total compensation Cost for Average Employee	181,676	8,155	5,282	5,457

C. Change to Fund Balance

8. Fund Balance Prior to Agreement		4,823,832
9. Fund Balance Following Agreement		4,823,832
10. Change to Fund Balance		
11. Economic Reserve Requirement 4% State	8% in Fund 17	851,839

Disclosure of Collective Bargaining Agreement

Page 2

12. Provide a summary of the terms of the agreement.
Amendment to CBO Contract term effective July 1, 2024 up to June 30, 2027

13. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase?
Section 5- Compensation - 'School Year Beginning year 3 (three) - 3% Longevity increase to base pay.
Section 7- Health and Welfare Benefits has been modified based on the current BUTA rate.

14. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain)
No

15. Proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)
None

16. What contingency language is included in the proposed agreement (i.e., re-openers, etc.)?
None

Source of Funding for Proposed Agreement

Current Year:

Funding was included in adopted budget
 Funding will come from designated reserves
 Funding will come from: The General Fund (Unrestricted)

Second Year:

Funding was included in adopted budget
 Funding will come from designated reserves
 Funding will come from: The General Fund (Unrestricted)

Third Year:

Funding was included in adopted budget
 Funding will come from designated reserves
 Funding will come from: The General Fund (Unrestricted)

CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COST OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Biggs Unified School District hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Classified Management-CBO Bargaining Unit, during the term of the agreement from 07/01/24 to 06/30/27.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

2024/2025 Increases are included in the Proposed Budget and Multi-Year projections up to 2026/2027

N/A (No budget revisions necessary)

District Superintendent
(Signature)

6/5/2024
Date



Chief Business Officer
(Signature)

6/5/2024
Date

CERTIFICATION NO. 2: CERTIFICATION OF ACCEPTANCE BY BOARD OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

_____ District Superintendent (or Designee) (Signature)	06/12/24 _____ Date
_____ Analyn Dyer Contact Person	530-868-1281 X 8102 _____ Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 12th, 2024, took action to approve the proposed Agreement with the Classified Management-CBO Bargaining Unit.

_____ President (or Clerk), Governing Board (Signature)	06/12/24 _____ Date
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Special Note: The Butte County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

**2024 AMENDMENT TO THE SCHOOL YEAR EMPLOYMENT
CONTRACT ADDENDUM
Between
Doug Kaelin and
the
GOVERNING BOARD OF THE BIGGS UNIFIED SCHOOL DISTRICT**

This Agreement is entered into and effective on July 1, 2024, by and between the Board of Trustees of the Biggs Unified School District (Board), the Biggs Unified School District (District) and Doug Kaelin (Superintendent) (together, Parties).

Executed June 12, 2024 and effective July 1, 2024, the Parties entered into a Contract of Employment of District Superintendent (Contract). By this Second Amendment, the Parties, and each of them, intend to and hereby do amend the Contract.

1. TERM

Section 2, Term, is modified as follows:

The Term is modified July 1, 2024 through June 30, 2027.

II. COMPENSATION

Section 3.1, Longevity: The longevity increase was previously based on year 4, 6, 8, and 10 increments to encourage longevity (equivalent of not less than the percentage increase given to the administrative/management team). The superintendent is currently starting year 13.

Section 3.1, Longevity, is modified as follows:

As of July 01, 2024, longevity increases and salary compensation shall increase by 2.5 percent each year until retirement.

Section 3.4 Health Benefits: Currently the superintendent is required to participate in the Health and Welfare Benefit Program at his own expense.

Section 3.4, is modified as follows: Upon providing 14 years of service to the District and retiring from the District, the Superintendent would be entitled to 5(five) years of medical and dental benefits at the current BUTA rate, at the district expense.

Anticipated retirement June 30, 2027.

In all other respects the Contract shall remain unchanged. The Parties intend that the Contract and this Amendment shall constitute the whole and complete employment agreement between the Parties.

For the BIGGS UNIFIED SCHOOL DISTRICT

By:

President, Governing Board

Dated

Accepted by:

Doug Kaelin, Superintendent

Dated

PUBLIC DISCLOSURE FORM

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and GC 3547.5 and 3540.2

Biggs Unified School District

Bargaining/Represented Unit: Certificated Management- Superintendent

Certificated

Classified

Confidential

Management

The proposed agreement covers the period beginning July 1, 2024 and ending June 30, 2027
 It will be acted upon by the District Governing Board at the meeting on June 12, 2024

A. Proposed Change in Compensation

Compensation	Cost prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease to cost	Year 2 Increase/Decrease to cost	Year 3 Increase/Decrease to cost
1. Salary Schedule (This is to include Step and Column.)	217,556	5,439	5,575	5,714
2. Other Compensation Changes to Stipends, Bonuses, Longevity, O/T, Differential, etc.		5,575	5,714	5,857
Description of "Other Compensation"		Longevity	Longevity	Longevity
3. Statutory Benefits STRS,PERS,FICA,WC,UI, Medicare, etc.	60,078	2,269	2,326	2,384
4. Health and Welfare Plans	0	0	0	0
5. Total Compensation (Add Items 1 thru 4)	277,634	13,283	13,615	13,955
Percentage Change		5%	5%	5%

B. Average Cost of Compensation per Employee

6. Total Number of Represented Employees (Use FTE's if appropriate)	1.0	1.0	1.0	1.0
7. Total compensation Cost for Average Employee	277,634	13,283	13,615	13,955

C. Change to Fund Balance

8. Fund Balance Prior to Agreement		4,823,832
9. Fund Balance Following Agreement		4,823,832
10. Change to Fund Balance		
11. Economic Reserve Requirement 4% State	8% in Fund 17	851,839

Disclosure of Collective Bargaining Agreement

Page 2

12. Provide a summary of the terms of the agreement.
Amendment Superintendent Contract term effective July 1, 2024 up to June 30, 2027
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-
-
13. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase?
Section 3.1 Longevity Beginning 7/1/2024 2.5% Salaries and 2.5% Longevity increases each year until anticipated retirement of June 30,2027
-
-
-
14. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain)
None
-
-
-
15. Proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)
None
-
-
-
16. What contingency language is included in the proposed agreement (i.e., re-openers, etc.)?
Section 3.4 Health Benefits - Upon reaching retirement age and retirement from the district, the Superintendent would be entitled to five years of medical and dental benefits at the current BUTA rate at the district expense.
-
-
-

Source of Funding for Proposed Agreement

Current Year:

- Funding was included in adopted budget
 Funding will come from designated reserves
 Funding will come from: The General Fund (Unrestricted)

Second Year:

- Funding was included in adopted budget
 Funding will come from designated reserves
 Funding will come from: The General Fund (Unrestricted)

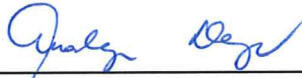
Third Year:

- Funding was included in adopted budget
 Funding will come from designated reserves
 Funding will come from: The General Fund (Unrestricted)

CERTIFICATION NO. 2: CERTIFICATION OF ACCEPTANCE BY BOARD OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.



District Superintendent (or Designee)
(Signature)

06/12/24
Date

Anlyn Dyer
Contact Person

530-868-1281 X 8102
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 12th, 2024, took action to approve the proposed Agreement with the Biggs Unified/Classified Management-Superintendent

President (or Clerk), Governing Board
(Signature)

06/12/24
Date

Special Note: The Butte County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.