

Agenda
BIGGS UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
June 26, 2024
6:00 p.m. 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 & 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

Meeting link: <https://us05web.zoom.us/j/88268392836?pwd=4ZF74LFpAMIZ9LHBajSj3PSmiJSI45.1>

Meeting ID: 882 6839 2836

Passcode: Qb5MLt

1. CALL TO ORDER

2. ROLL CALL

3. PLEDGE OF ALLEGIANCE

4. APPROVAL OF AGENDA

5. APPROVAL OF MINUTES

A. June 12, 2024 Regular Meeting

6. 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.

7. 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.

A. Inter-district Agreement Request(s) for the 2024-2025 school year

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

A. SUPERINTENDENT'S REPORT

B. CBO'S REPORT (Updated Budget Presentation)

C. BOARD MEMBER REPORTS

9. ACTION ITEMS

A. Approve the 2024-2025 LCAP Plan

B. Adopt Original Budget for 2024-2025

C. Adopt LCFF Local Indicators

D. Approve the 2024-2025 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at:

<http://www.cde.ca.gov/fg/aa/co/ca22assurancestoc.asp>

Pg 3-8

Pg 9

Pg 10-15

Pg 16-103

Pg 104-262

Pg 263-279

Pg 280-299

Attached is the Consolidated Application for Spring Data Collection.

10. PERSONNEL ACTION ITEMS

- A. Approve Amanda Vargas as a Long Term SDC Instructional Aide Substitute effective August 5, 2024
- Pg 300-302 B. Approve contract with Tracey McPeters for the Richvale and BES Middle School Principal with Special Projects position for the 2024-2025 school year
- Pg 303-305 C. Approve contract with Beverly Landers for the Biggs Elementary School TK-5th Grade Dean of Students position for the 2024-2025 school year
- Pg 306-308 D. Approve contract with Melissa Green for the Speech Therapist position for the 2024-2025 school year

11. INFORMATION ITEMS

12. FUTURE ITEMS FOR DISCUSSION

CLOSED SESSION

- 1. Litigation; Pursuant to Government Code Section 54956.9

RECONVENE TO OPEN SESSION

13. 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.

**Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
June 12, 2024**

OPEN SESSION

CALL TO ORDER – Vice President Atteberry called the meeting to order at 6:01 p.m.

ROLL CALL - Board members present: Melissa A. Atteberry, M. America Navarro, Jonna Phillips, and Sean Avram were present. Board members absent: Linda Brown was absent.

PLEDGE OF ALLEGIANCE – Vice President Atteberry led the Pledge of Allegiance.

APPROVAL OF AGENDA – (with Amendments listed below)

Remove Personnel Item 15 I

Add Personnel Item 15 N: Approve Ava Hepworth as a Lifeguard for the summer 2024 season

Add Personnel Item 15 O: Approve Michael Rudd as the 5th/6th and 7th/8th Grade Boys Basketball Coach

The Board approved the agenda as presented with Amendments. MSCU (Phillips/Avram) 4/0/1

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

APPROVAL OF MINUTES

The Board approved the minutes from the Regular Board Meeting on May 8, 2024 as written. MSCU (Avram/Navarro) 4/0/1

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

PUBLIC COMMENT (Closed Session Items) - None

The Board adjourned into Closed Session at 6:03 p.m.

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 Sections 54956.9**

Closed Session was adjourned at 6:34 pm and the Board reconvened to Open Session at 6:34 pm.

Staff Present: Doug Kaelin, Superintendent; Loretta Long, Admin. Assist. & HR Director; Analyn Dyer, CBO; Beverly Landers, Dean of Students; Tracey McPeters, Principal

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

PARENT ASSOCIATIONS REPORTS – None from members. Doug Kaelin reported that all of our parent organizations gave staff and students at our sites a very nice end of the year celebration with activities and treats. He also reported that PAWS is busy planning the Run Around the Rice and the Booster Club is busy planning the annual golf tournament fundraiser.

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

PUBLIC COMMENT- Varsity football captain, Logan Harrison and JV football captain, Aiden Owen spoke about the football team helping to place flags on the graves of Veterans at the Biggs-Gridley Cemetery for Memorial Day. The flags were donated by the families of former service members. Angie Cote, Manager of the Biggs-Gridley Cemetery, read a letter of thanks to the BHS Football Team expressing gratitude for the help in placing 345 flags on the graves of Veterans. The boys showed dignity, respect, and worked hard to get the job done. In appreciation, the Cemetery Association gave a donation to the football team.

PUBLIC HEARINGS

- A. 2024/2025 LCAP Plan: Vice President Atteberry opened this item for public comment. Hearing none, Doug Kaelin thanked Tracey McPeters for her hard work on the LCAP and informed the Board that BCOE was very impressed with the document and will use it as an example for other school districts. Vice President Atteberry closed the item for public comment.

- B. 2024/2025 Proposed Original Budget: Vice President Atteberry opened this item for public comment. Hearing none, Doug Kaelin thanked Anayn Dyer for her hard work on the budget. What makes putting this document together difficult is the fact that the state’s budget is uncertain. There is a possibility of deferrals and an adjustment in the COLA. Vice President Atteberry closed the item for public comment.

REPORTS:

DEAN OF STUDENTS’ REPORT: Beverly Landers thanked Tracey and Anayn for their work on the LCAP. Mrs. Landers read her Dean of Students’ report and submitted it for the record. Beverly Landers added to her report that her staff will be doing a yearlong book study on grading and equity. She would like to raise the bar in professionalism by implementing consistency in grading from grades TK on up. Melissa Atteberry thanked Beverly for her work in obtaining the Math grant. It was reported that there are 68 students currently in summer school at Biggs Elementary School.

RES/MIDDLE SCHOOL PRINCIPAL’S REPORT: Tracey McPeters thanked Beverly Landers for her work on the Math grant and for setting up all of the staff Professional Development days for the upcoming school year. Principal McPeters read her report and submitted it for the record.

HIGH SCHOOL PRINCIPAL’S REPORT: Mr. Kaelin reported that it has been a crazy end to the school year. It was nice to have the Friday of graduation be a non-school day. There were no issues with graduation. On the last day of school, there was a Seniors vs. Staff softball game. Rite of Passage and Senior Skip Day happened without issues. There are ten students signed up for summer school with Mr. McGee. They will attend seven hours per day. The same staff will be returning to the high school next school year. ASB is already planning activities, and the FFA officers will be going camping for their retreat. Brigitt Browning is heading up a summer crew to resurface the gym floor.

M/O/T/, FOOD SERVICE DIRECTOR’S REPORT: John Strattard’s previously submitted report was reviewed. Mr. Kaelin added that getting things done around the district in the summer is hard as a lot of MOT staff is taking time off and it is difficult to work around summer school.

SUPERINTENDENT’S REPORT: Mr. Kaelin reported that the beginning of the 2024-2025 school year would be here before we know it. The only thing left to do on the fencing project is to get the security entry system up and working. We are adding new cameras that are cloud based but can also work on the current recording system we have in place. Staff will be able to access the cameras from anywhere. The fiber optic line project is almost complete. Playgrounds are finished at both sites. Mr. Kaelin is working with staff to finish up all of the documents that are required by the state, i.e. the LCAP, Workplace Violence Prevention Plan, and the Budget.

CBO’S REPORT: Analyn Dyer read through her previously submitted presentation on the 2024-2025 Original Budget.

BOARD MEMBER REPORTS: Nothing from the Board

CONSENT AGENDA:

The Board approved the Consent Agenda Items A and B. MSCU (Avram/Navarro) 4/0/1

Brown – Absent Atteberry – Aye Navarro – Aye 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 May 1, 2024 – May 31, 2024

ACTION ITEMS:

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

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

- A. Approve overnight FFA field trip for their Officers’ Summer Retreat
- B. Approve the BUSD Workplace Violence Prevention Plan
- C. Approve Education Protection Account (EPA) Expenses in the estimated amount of \$1,335,141
- D. Approve iReady renewal for 2024/2025 in the amount of \$24,784.50 using LCAP funding
- E. Approve the 2024/2025 Expanded Learning Program (ELOP) contract in the amount of \$126,747 with the Butte County Office of Education
- F. Approve the updated Expanded Learning Opportunities Program Plan (ELOP) for the Biggs Unified School District
- G. Approve the School Plan for Student Achievement (SPSAs) for Biggs Elementary School, Richvale Elementary School, and Biggs High School

- 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
- 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
- J. Approve Schools Excess Liability Fund (SELF) invoice in the amount of \$17,001.87
- K. Adopt Resolution 2023-2024 # 15 Ordering Governing Board Member Election
- L. Adopt Resolution 2023-2024 # 16 Regarding Costs of Candidates' Statements
- M. Adopt Resolution 2023-2024 # 17 Establishing Procedure in Case of Tie Vote at Governing Board Election
- N. Approve purchase of Chromebooks from BDJ Tech for the 2024/2025 school year in the amount of \$56,748.40 using LCAP funding
- O. Approve subscription for Nextgen MATH in the amount of \$6,676.00 using Lottery Funds
- P. Approve purchase of Do The Math K-5 in the amount of \$8,497.15 using Lottery Funds
- Q. Approve 2024/2025 Designation of CIF Representative to League
The Superintendent recommends approval of the following representatives: Doug Kaelin and Michelle Schleef
- R. Adopt Resolution 2023-2024 # 18 Ordering a School Bond Election, and Authorizing Necessary Actions in Connection Therewith
- S. Approve purchase of K-8 math curriculum from Open-Up Resources in the amount of \$12,924.73 using LCAP funding

PERSONNEL ACTION ITEMS:

The Board approved Personnel Action Items A-H and J, N, and O. MSCU (Phillips/Navarro) 4/0/1

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

- 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 Faltesek 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
- 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. **Item I was removed from the Agenda during the Approval of the Agenda** (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
- N. Approve Ava Hepworth as a Lifeguard for the summer 2024 season
- O. Approve Michael Rudd as the 5th/6th and 7th/8th Grade Boys Basketball Coach

The Board approved Personnel Action Items K, L, and M. MSCU (Avram/Navarro) 4/0/1

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

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

INFORMATION ITEMS:

- A. Set time for June 26, 2024 Special Board Meeting: The Special Board Meeting will begin open session at 6:00 p.m. on June 26, 2024. President Linda Brown will need to attend remotely due to Just Cause. A Zoom link will be set up and posted on the Special Meeting Agenda.

FUTURE ITEMS FOR DISCUSSION –None

ADJOURNMENT – 7:25 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.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: June 26, 2024

Item Number: 7 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. (10 th Grade)	Biggs	Live Oak	Release	New
2. (12 th Grade)	Biggs	Gridley	Release	Ongoing
3. (9 th Grade)	Biggs	Gridley	Release	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.



**Fiscal Year 2024-25
Proposed Budget**



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

June 26, 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	536	4	517	96.53%
2024-25 *	541	4	513	95%
2025-26 *	550	9	523	95%
2026-27*	552	2	524	95%

**Projection*

Historical ADA Ratio - 95%

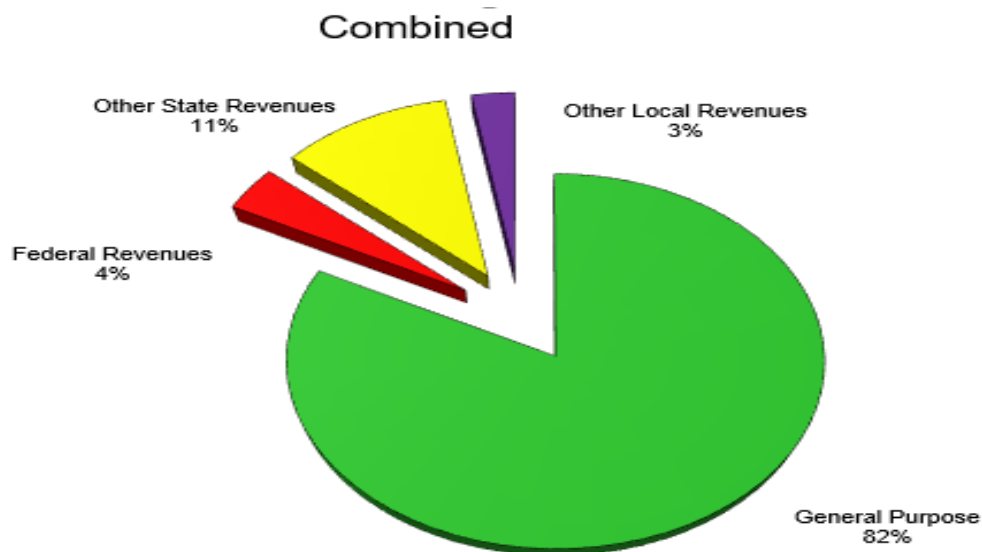
Enrollment by Grade Level

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

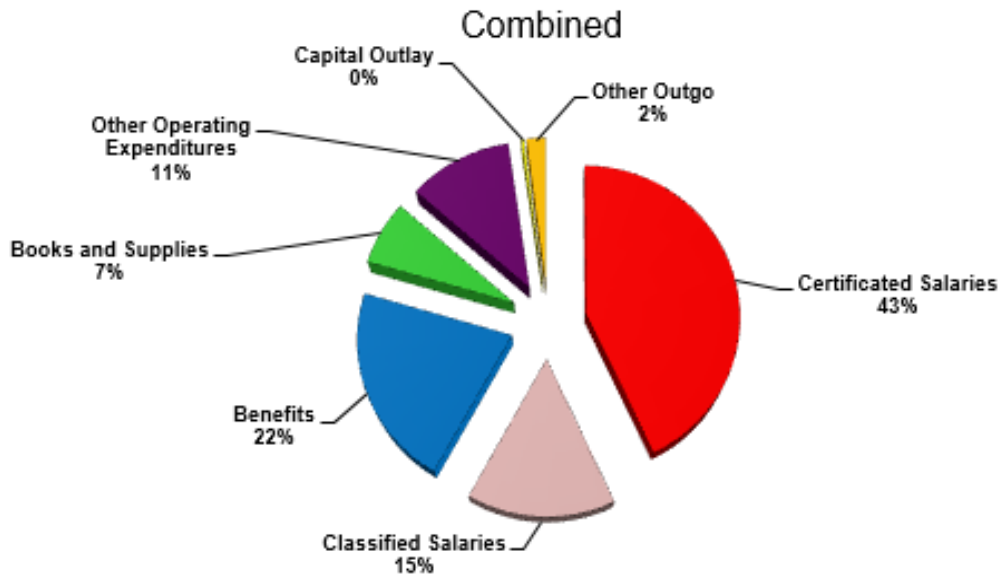
The major shift in Revenue Sources is the one-time funding. Adjustments have been made from Estimated Actuals 23/24 and the portion of the revenue moved to 24/25 based on the expenditure timeline. The LCFF, Federal, State, and Local Revenues have a total of \$9,401,697.00



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

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 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.	\$0.00	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 assessments. 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 .8% Middle School 0% High School			0% Middle School 1% 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.

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>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 LTELS by giving them more time and support</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)	within a small group of students. In addition, teachers will participate in professional development provided through BCOE in order to improve their ELD designated and integrated teaching methods and improve overall ELD student performance.	

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	Planned Percentage of Improved Services
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 Disabilities with	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	Planned Percentage of Improved Services
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	Planned Percentage of Improved Services
					s)											
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 Foster Low Learners Youth 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	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Improve parent and student input.	English Foster Low Learners Youth 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 Foster Low Learners Youth 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 Foster Low Learners Youth 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 Foster Low Learners Youth 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 Foster Low Learners Youth 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 Foster Low Learners Youth 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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	PBIS	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	\$0.00	\$600.00	\$600.00				\$600.00	
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	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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		

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).

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

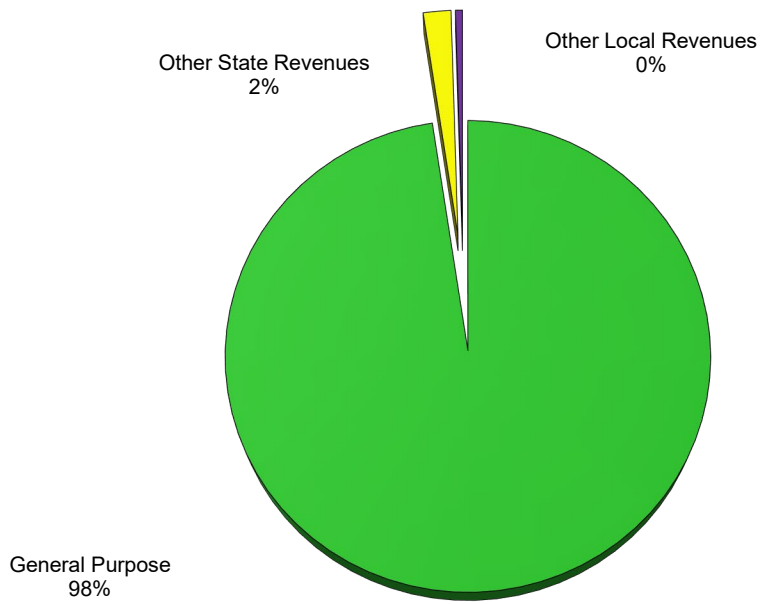
- ❖ Average Daily Attendance (ADA) is estimated at 513.95 (excludes COE ADA of 3.03).
 - The funded ADA will be based on the prior year's funded ADA of 534.09
- ❖ The district’s estimated unduplicated pupil percentage for supplemental and concentration funding is estimated at 63.22%. This percentage 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

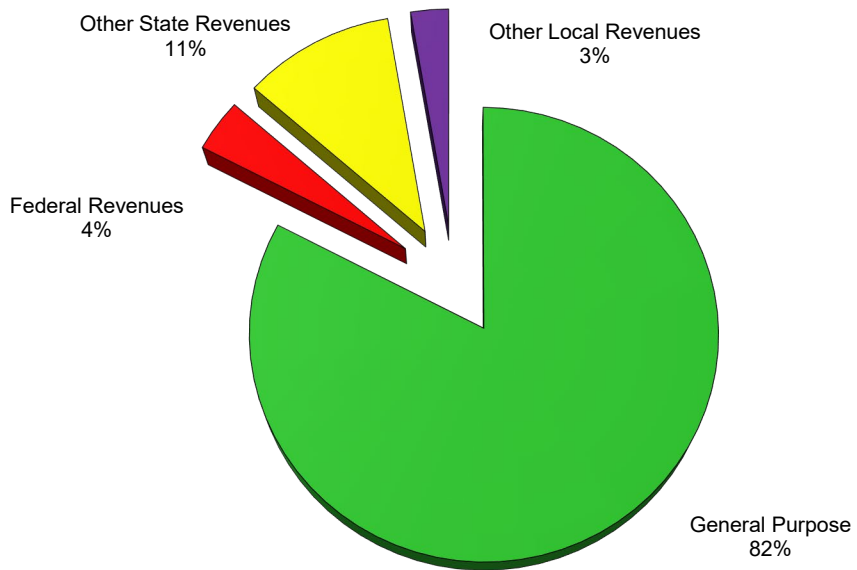
The district receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

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.

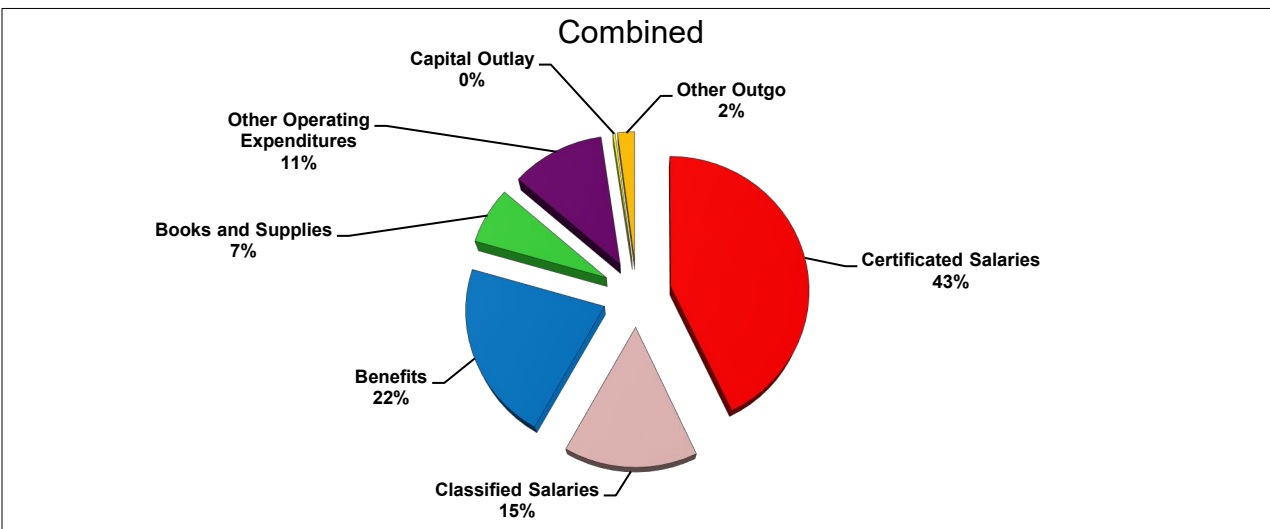
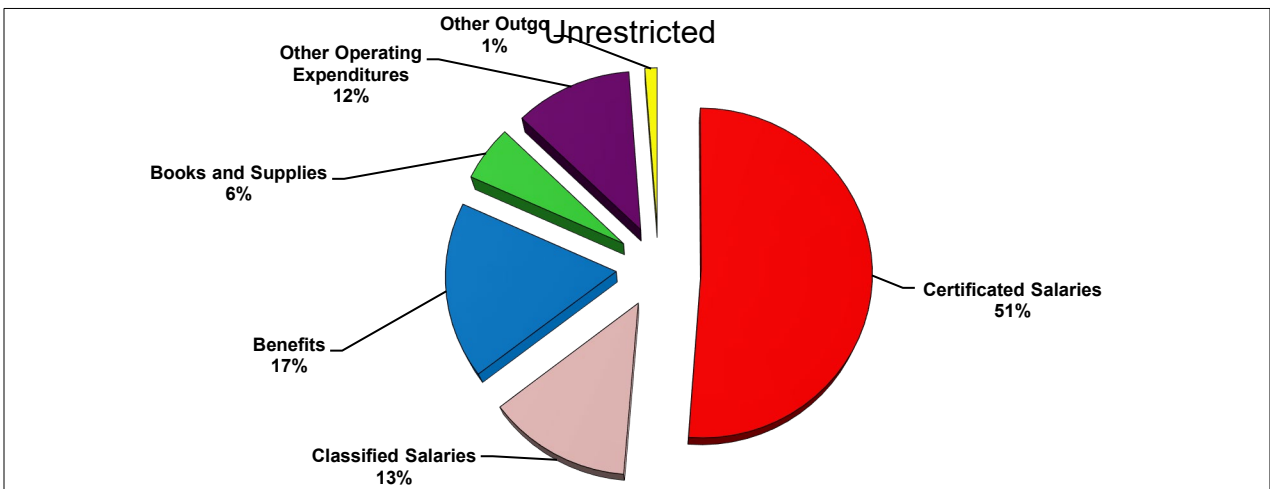
Education Protection Account (EPA) Budget <i>2024-25 Fiscal Year</i>	
Description	Amount
BEGINNING BALANCE	\$0
BUDGETED EPA REVENUES:	
<i>Estimated EPA Funds</i>	\$1,335,141
BUDGETED EPA EXPENDITURES:	
<i>Certificated Instructional Salaries</i>	\$1,058,755
<i>Certificated Instructional Benefits</i>	\$276,386
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 II, 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	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	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	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	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	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	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%
OP&B, Allocated		3701-3702	17,544.00	0.00	17,544.00	41,120.00	0.00	41,120.00	134.4%
OP&B, 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	0.0%
To County Offices		6500		0.00	0.00		0.00	0.00	0.0%
To JPAs		6500		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	0.0%
To County Offices		6360		0.00	0.00		0.00	0.00	0.0%
To JPAs		6360		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					
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
Property Tax	8020-8079	0	0	0	0	0	1,617,683	0	0	0	1,617,683	0	0	3,235,366	
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	
EPA	8012	0	0	333,785	0	0	333,785	0	0	333,785	0	0	333,785	1,335,141	
Federal Revenues	8100-8299	0	0	57,975	48,065	9,964	0	230,016	0	0	56,793	0	0	402,814	
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	
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	
Other Financing Sour	8930-8979	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	
Accounts Receivable	9200-9299	1,386,963	(346,741)	(346,741)	(346,741)	(346,741)	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	
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	
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	
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	
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	
Capital Outlays	6000-6599	0	0	30,000	0	0	0	0	0	0	0	0	0	30,000	
Other Outgo	7000-7499	0	71,341	159,028	0	0	0	401,021	0	27,534	26,444	18,743	0	704,111	
Interfund Transfers C	7600-7629	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	
Liabilities and Defere	9610-9690	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	
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	
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	

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)	820,038.96
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(31,005.20)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (10.13%) times Part III, Line B19); zero if negative	0.00
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	(142,633.59)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(142,633.59)
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:	7.37%
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:	8.14%
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:	8.40%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(142,633.59)

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 (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
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
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)

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 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			

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

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	530587	530587	530587
3.	Percent of H&W cost paid by employer	74.0%	74.0%	74.0%
4.	Percent projected change in H&W cost over prior year	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

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	30895	97605	102844
3.	Percent change in step & column over prior year	3.0%	3.0%	3.0%

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

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	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

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

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

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

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	95734	95734	95734
3.	Percent of H&W cost paid by employer	69.0%	69.0%	69.0%
4.	Percent projected change in H&W cost over prior year	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?	Yes		Yes
2.	Cost of step & column adjustments	30895	42764	43096
3.	Percent change in step & column over prior year	3.0%	3.0%	3.0%

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

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

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) - 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>

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	37	32	0	3	2	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

A rating scale was used to measure this Priority. Each grade level was given a rating scale that addressed 5 areas and addressed the following academic areas:

ELA

Math

ELD

NGSS

History/SS

With the rating from 1-5

1-Exploratin Phase

2-Beginning Development

3- Initial Implementation

4-Full Implementation

5-Full Implementations and Sustainability

The results of showed 4-5 in ELA/ELD in all areas from knowledge of the frameworks to implementation of the curriculum

4-5 in Math

3-4 in NGSS

4 in History/SS

In the area of Support for teacher

5

This year we had a more robust staff development days plan than we have had in the past and designated meeting and planning time built into our calendar. Adding 24 additional early release day will allow more staff development. With the addition of the Far North Literacy Development project 13 teachers will receive in-depth training through the CAST program. Prior to the start of the school year, teachers were paid two additional days for staff development lead by BCOE.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

The elementary staff work on completing standards based report cards and binders for each grade level so all students are being graded the same

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5

Practices	Rating Scale Number
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

The yearly school survey addresses Parent Engagement, as a school district we support and encourage parents and school staff working together to support and improve the learning, development, and health of all of our students. Communication with parents is essential and we do this with district websites, teacher websites, monthly newsletters, email and phone calls, remind, and goggle classroom. We have an open door policy and welcome parents on campus. Biggs and Richvale elementary schools have an active Parent's Club and Site Council. Biggs High School has an active Sports Booster Club and Site Council.

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

The district will increase parent communication through local media/social media. We are focusing on parents understanding of attendance at school and parents responsibilities

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

We need to develop all communication tools to focus on meeting the needs of the underrepresented students. Ensure all parents feel represented in the district

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

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

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

BUSD leaders will provide regular progress reports to parents and families

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

BUSD will focus on providing resources that can be used at home to help families with student outcomes. This could be access to online support and tutoring, resources form teachers, as well as other modes of support

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

BUSD will work with ELAC and DLAC groups to determine how best to engage in a partnership with underrepresented families. Additional BUSD will work with partner organization like BCOE to receive training and other support to increase this engagement

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We have a high percent of parents attending back to school night and parent meeting. BUSD provides multiple opportunities for parents, families and stakeholders to respond to surveys and other information gathering opportunities

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

We will focus on the underrepresented families to ensure they have a voice in the school. Through community involvement is stakeholders meeting like LCAP parent Advisory and LCAP listening sessions

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

We will continue to reach out to all parents, encourage them to have a voice at the school. BUSD will work closely with ELAC, DELAC and school site councils to gain insight on how to improve engagement in gaining input for decision making

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

During the 2022-23 school year, BUSD undertook the California Healthy Kids Survey, targeting all students. 71% acknowledged feeling support and welcomed within the school environment. 78% expressed a sense of well-being, safely and comfort in their school surrounding.

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

These insights provide a comprehensive understanding of student's perspectives and experiences within BUSD, guiding targeted interventions to enhance overall satisfaction and well-being across the community

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

Through ongoing collaboration and proactive initiatives, we are committed to fostering a supportive and enriching educational environment for all students

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

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

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

All students in the district have access to all Content Standard Curriculum. Students are in diverse groups, in order to provide equal access for all students. Students at varied levels receive differentiated instruction with the use of the appropriate grade level materials.

Biggs USD is adopting new History/Social Studies and evaluation new science materials this school year. With the adoption of this curriculum it will allow equal access to Content Standard Curriculum in History/Social Studies. This same process is being followed for the NGSS Science Curriculum.

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

2. All students in the Biggs USD will receive equal access to a broad course of study. This will be measured using 4 essential components :

- Standards, goals, and milestones for instruction
- Technology and materials that provide multiple ways for diverse learners to access learning expectations
- Specific instructional methods and student engagement practices that tap into learners' interests, offer appropriate challenges, and increases motivation
- Assessments to measure student progress, identify students learning needs and to modify instruction as needed.

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

3. Thoughtful planning is used to provide access to all students in all subject areas. All core subjects are taught by fully credentialed teachers or teachers completing induction programs. Biggs High School has gone to a 7 period day to increase student’s ability to have access to a broad course of study. The high school has added 4 CTE course that are articulated with the local Junior College. Students in these courses will receive high school and college credit.

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

4. Biggs USD will continue to provide a broad course of study with access for all students that increases their understanding about the world around them and teaches them the necessary skills to be successful in the 21st century. Staff will include formative assessments that ensure that all learners receive thoughtful, responsive courses of study that prepare them to meet grade level learning goals.

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and					

Coordinating Instruction	1	2	3	4	5
implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					

BIGGS UNIFIED SCHOOL DISTRICT

June 26, 2024

Item Number: 9 D

Item Title: Approval of Funding for Consolidated Categorical Aid Programs 24/25

Presenter: Analyn Dyer-CBO

Attachments: Copy of Consolidated Application

Item Type: Consent Agenda Action Report Work Session Other

Background/Comments:

The Consolidated Application (ConApp) must be submitted to the California Department of Education (CDE) for the district to receive funds for categorical programs. The application is submitted online through the web-based Consolidated Application Reporting System (CARS). The Online system has three data collection reporting periods: Winter, Spring, and Fall. The Spring data collection for the 2024/25 application was transmitted to the State by June 10, 2024.

The district needs board approval of the application and to indicate that BUSD requests participation in federal programs including Title I Part A, Basic Grant (Low Income/Low Achieving Students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Students (LEP), Title IV, Part A (Student Supports). As a requirement of the Elementary and Secondary Education Act (ESEA), Biggs USD continues to make any necessary adjustments and modifications to meet the continuing legislative provisions of the aforementioned programs.

Federal guidelines also require districts to inform local non-profit private schools of their ability to participate with the public school in federal programs. Those participating private schools are not identified in this spring data reporting.

Fiscal Impact: Refer attached summary

Education Impact : The Consolidated Application allows BUSD to access funding for teacher development and high-need students.

Recommendation:

Recommends the Board approve the Consolidated Application for Spring Data Collection.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Doug Kaelin
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/10/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Doug Kaelin
Authorized Representative's Title	Superintendent

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Analyn Dyer
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	06/10/2024

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Doug Kaelin
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/10/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	No
---	----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant	Yes
ESSA Sec. 5211 SACS 5810	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Title III English Learner Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	40
Estimated English learner student program allocation	\$5,210

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$1,500
Program and other authorized activities	\$1,000
English Proficiency and Academic Achievement	\$2,000
Parent, family, and community engagement	\$300
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$33
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$377
Total budget	\$5,210

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Title III Immigrant Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$125.90
Estimated immigrant student count	4
Estimated immigrant student program allocation	\$504

Note: Eligibility criteria

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

Budget

Authorized activities	\$504
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$504

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$30,462
Transferred-in amount	\$0
Transferred-out amount	\$0
2022–23 Total allocation	\$30,462

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$19,800
Classified personnel salaries	\$0
Employee benefits	\$7,935
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$2,727
Title V, Part B Subpart 1 Alternative Fund Use Authority (AFUA)	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$30,462
2022–23 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

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

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III immigrant student program allocation	\$1,207
Transferred-in amount	\$0
2022–23 Total allocation	\$1,207
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$961
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$165
5000–5999 Services and other operating expenditures	\$4
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$77
Total year-to-date expenditures	\$1,207
2022–23 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$25,604
Transferred–in amount	\$3,352
Transferred–out amount	\$0
2023–24 Total allocation	\$28,956

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$19,024
Classified personnel salaries	\$0
Employee benefits	\$9,932
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Title V, Part B Subpart 1 Alternative Fund Use Authority (AFUA)	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$28,956
2023–24 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

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

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III immigrant student program allocation	\$1,201
Transferred-in amount	\$0
2023–24 Total allocation	\$1,201
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$17
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$17
2023–24 Unspent funds	\$1,184

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Doug
Homeless liaison last name	Kaelin
Homeless liaison title	Superintendent
Homeless liaison email address (Format: abc@xyz.zyx)	dkaelin@biggs.org
Homeless liaison telephone number (Format: 999-999-9999)	530-868-1281
Homeless liaison telephone extension	8101
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/19/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$242,578
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$2,000

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$242,578
Homeless services provided (Maximum 500 characters)	Transportation to the school of origin, school-related supplies, and services.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Biggs Unified (04 61408 000000)

Home	Data Entry Forms	Certification Preview	Certify Data	Reports	Users	Contacts	FAQs
----------------------	----------------------------------	---------------------------------------	------------------------------	-------------------------	-----------------------	--------------------------	----------------------

Home

Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

12 Data Collection(s) found.

Fiscal Year 2022-23	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 24 Months	June 30, 2024	<i>Certified</i> ADyer, 6/10/2024 11:18 AM
Title III Immigrant YTD Expenditure Report, 24 Months	June 30, 2024	<i>Certified</i> ADyer, 6/10/2024 11:18 AM

Fiscal Year 2023-24	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 12 Months	June 30, 2024	<i>Certified</i> ADyer, 6/10/2024 11:18 AM
Title III Immigrant YTD Expenditure Report, 12 Months	June 30, 2024	<i>Certified</i> ADyer, 6/10/2024 11:18 AM
Homeless Education Policy, Requirements, and Implementation	June 30, 2024	<i>Certified</i> ADyer, 6/10/2024 11:18 AM

Fiscal Year 2024-25	Deadline	Status
Protected Prayer Certification	June 30, 2024	<i>Certified</i> ADyer, 6/10/2024 11:18 AM
LCAP Federal Addendum Certification	June 30, 2024	<i>Draft</i> ADyer, 6/10/2024 11:21 AM

<u>Application for Funding</u>	June 30, 2024	<i>Draft</i> ADyer, 6/10/2024 11:20 AM
<u>Nonprofit Private School Consultation</u>	June 30, 2024	<i>Draft</i> ADyer, 5/22/2024 11:13 AM
<u>Title III English Learner Student Program Subgrant Budget</u>	June 30, 2024	<i>Draft</i> ADyer, 6/10/2024 11:32 AM
<u>Title III Immigrant Student Program Subgrant Budget</u>	June 30, 2024	<i>Draft</i> ADyer, 6/10/2024 11:32 AM
<u>Substitute System for Time Accounting</u>	June 30, 2024	<i>Draft</i> ADyer, 6/10/2024 11:33 AM

General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

BIGGS UNIFIED SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR RES AND MIDDLE SCHOOL PRINCIPAL WITH SPECIAL PROJECTS

PREAMBLE

The following is an agreement between the Governing Board of the Biggs Unified School District, hereinafter referred to as "District" and Tracey McPeters, hereinafter referred to as "Principal".

RECITALS

I. Term of Contract

The term of this contract shall be from July 1, 2024 and ending June 30, 2025, subject to the terms and conditions hereinafter set forth.

II. Salary

The Principal shall continue on the attached Management Salary Schedule for a K - 8 Principal upon verification of proper credentials on file with the District Office.

III. Duties and Responsibilities

1. The Principal shall serve as the Principal of Richvale Elementary School and 7th and 8th Grade Principal of Biggs Elementary School and Special Projects under the direct supervision of the Superintendent.
2. The Principal shall render 215 days of service to the Biggs Unified School District during the term of this agreement.
3. All powers and duties that may be delegated to her lawfully by the Superintendent are to be performed and executed by her in accordance with the policies and rules and regulations adopted by the Governing Board.
4. The Principal shall have on file in the Office of the County Superintendent of Schools any and all certificates required by law to be filed in order to hold the position of Principal.

IV. Evaluation

The Superintendent will evaluate the performance of the Principal. A goal setting conference will be held by October 15th and final evaluation will be completed 30 days prior to the end of the each school year.

V. Fringe Benefits

The Principal shall be entitled to receive at least all health, welfare and fringe benefits of employment as are provided other certificated employees of the School District including medical, dental, and vision coverage. The Principal must select a Medical Plan offered by the Butte School Self-Funded Program along with a Dental and Vision Plan.

Dues of Professional Associations

The District shall pay for the membership dues in the Association of California School Administrators (ACSA) and Butte County Administrators Association (BCAA).

VI. Travel and Incidental Professional Expense Allowance

The Principal shall receive a stipend of \$150 per month for travel. That mileage will be included as part of her annual salary and divided into 12 equal payments. The Principal shall be reimbursed for all reasonable expenses incurred in the performance of her duties upon showing proof of purchase. The rate for purchases shall not exceed the actual cost.

VII. Sick Leave

The Principal shall be entitled to one day of fully paid sick leave for each month of service. Unused sick leave shall accumulate from year to year.

VIII. General Provisions

This agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations, and policies as hereby made a part of the terms and conditions of this agreement as though fully set forth herein.

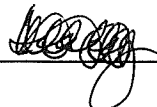

The terms of this agreement are subject to change by mutual agreement of the parties.

In witness herein, we affix our signatures to this agreement as the full and complete understanding of the relationship between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

SUPERINTENDENT _____ Date _____

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as Principal of Richvale Elementary School and 7th and 8th Grade Principal of Biggs Elementary School and Special Projects.

Date of acceptance:  6-12-24 
Principal

2023-2025 CERTIFICATED MANAGEMENT SALARY SCHEDULE

I 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

A

High School Principal and K-8 Principal
 215 91,787 94,082 96,434 98,845 101,316 103,849 106,445 109,106 111,834 114,630 115,776 116,934 121,611 122,827 124,056 126,476 127,741 129,018 131,535
 5% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 1% 1% 4% 1% 1% 4% 1% 1% 4.00%

B

High School Vice Principal
 210 87,417 89,602 91,842 94,138 96,492 98,904 101,376 103,911 106,509 109,171 110,263 111,366 113,538 114,674 115,820 118,080 119,261 120,453 122,803
 5.00% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.5% 2.5% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0%

C

K-8 Principal
 215 N/A 9/7/2017 Moved to Range A

D

Elementary Principal
 205 75,377 77,262 79,193 81,173 83,203 85,283 87,415 89,600 91,840 94,136 95,078 96,028 97,902 98,881 99,869 101,818 102,836 103,864 105,890
 5.00% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.5% 2.5% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0%

E

Psychologist
 195 75,859 77,756 79,699 81,692 83,734 85,828 87,973 90,173 92,427 94,738 95,685 96,642 98,527 99,512 100,508 102,468 103,493 104,528 106,567
 Daily Rate 389.02 398.75 408.72 418.93 429.41 440.14 451.15 462.42 473.98 485.83 490.69 495.60 505.27 510.32 515.42 525.48 530.73 536.04 546.50
 5.00% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.5% 2.5% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0%

F

Licensed Speech Therapist
 184 79,455 81,441 83,478 85,564 87,703 89,896 92,143 94,447 96,808 99,228 100,220 101,222 103,197 104,229 105,271 107,325 108,398 109,483 111,618
 Daily Rate 431.82 442.61 453.68 465.02 476.65 488.57 500.78 513.30 526.13 539.28 544.67 550.12 560.85 566.46 572.13 583.29 589.12 595.02 606.62

G

Dean of Students
 215 87,364 89,548 91,787 94,082 96,434 98,845 101,316 103,849 106,445 109,106 110,197 112,401 114,649 116,942 119,281 121,667

Principal: Masters Required
 Doctorate - \$1,800

Revised: 12/4/2023
 Effective: 12/1/2023
 Board Approved: 12/13/2023

BIGGS UNIFIED SCHOOL DISTRICT
 CONTRACT OF EMPLOYMENT FOR BIGGS ELEMENTARY SCHOOL TK-5th GRADE DEAN OF STUDENTS

PREAMBLE

The following is an agreement between the Governing Board of the Biggs Unified School District, hereinafter referred to as "District" and Beverly Landers, hereinafter referred to as "Dean of Students".

RECITALS

I. Term of Contract

The term of this contract shall be from July 1 2024 to June 30, 2025, subject to the terms and conditions hereinafter set forth.

II. Salary

The Dean of Students shall be continue on the attached Management Salary Schedule for the Dean of Students upon written verification of proper credentials on file with the District Office.

III. Duties and Responsibilities

1. The Dean of Students shall serve under the direct supervision of the Superintendent.
2. The Dean of Students shall render 215 days of service to the Biggs Unified School District during the term of this agreement.
3. All powers and duties that may be delegated to her lawfully by the Superintendent are to be performed and executed by her in accordance with the policies and rules and regulations adopted by the Governing Board.
4. The Dean of Students shall have on file in the Office of the County Superintendent of Schools any and all certificates required by law to be filed in order to hold the position of Dean of Students.

IV. Evaluation

The Superintendent will evaluate the performance of the Dean of Students. A goal setting conference will be held by August 15th and final evaluation will be completed 30 days prior to the end of the each school year.

V. Fringe Benefits

The Dean of Students shall be entitled to receive at least all health, welfare and fringe benefits of employment as are provided other certificated employees of the School District including medical, dental, and vision coverage.

VI. Travel and Incidental Professional Expense Allowance

The Dean of Students shall receive a stipend of \$150 per month for travel. That mileage will be included as part of her annual salary and divided into 12 equal payments. The Dean of Students shall be reimbursed for all reasonable expenses incurred in the performance of her duties upon showing proof of purchase. The rate for purchases shall not exceed the actual cost.

VII. Sick Leave

The Dean of Students shall be entitled to one day of fully paid sick leave for each month of service. Unused sick leave shall accumulate from year to year.

VIII. General Provisions

This agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations, and policies as hereby made a part of the terms and conditions of this agreement as though fully set forth herein.

The terms of this agreement are subject to change by mutual agreement of the parties.

In witness herein, we affix our signatures to this agreement as the full and complete understanding of the relationship between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

SUPERINTENDENT _____ Date _____

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as Dean of Students of Biggs Elementary School.

Date of acceptance: 7/12/2024

Burby Larkin
Dean of Students

2023-2025 CERTIFICATED MANAGEMENT SALARY SCHEDULE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

A High School Principal and K-8 Principal

215	91,787	94,082	96,434	98,845	101,316	103,849	106,445	109,106	111,834	114,630	115,776	116,934	121,611	122,827	124,056	126,476	127,741	129,018	131,535
5%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	1%	1%	4%	1%	1%	4%	1%	1%	4.00%

B High School Vice Principal

210	87,417	89,602	91,842	94,138	96,492	98,904	101,376	103,911	106,509	109,171	110,263	111,366	113,538	114,674	115,820	118,080	119,261	120,453	122,803
5.00%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.5%	2.5%	1.0%	1.0%	4.0%	1.0%	1.0%	4.0%	1.0%	1.0%	4.0%

C K-8 Principal

215 N/A 9/7/2017 Moved to Range A

D Elementary Principal

205	75,377	77,262	79,193	81,173	83,203	85,283	87,415	89,600	91,840	94,136	95,078	96,028	97,902	98,881	99,869	101,818	102,836	103,864	105,890
5.00%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.5%	2.5%	1.0%	1.0%	4.0%	1.0%	1.0%	4.0%	1.0%	1.0%	4.0%

E Psychologist

195	75,859	77,756	79,699	81,692	83,734	85,828	87,973	90,173	92,427	94,738	95,685	96,642	98,527	99,512	100,508	102,468	103,493	104,528	106,567
Daily Rate	389.02	398.75	408.72	418.93	429.41	440.14	451.15	462.42	473.98	485.83	490.69	495.60	505.27	510.32	515.42	525.48	530.73	536.04	546.50
5.00%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.5%	2.5%	1.0%	1.0%	4.0%	1.0%	1.0%	4.0%	1.0%	1.0%	4.0%

F Licensed Speech Therapist

184	79,455	81,441	83,478	85,564	87,703	89,896	92,143	94,447	96,808	99,228	100,220	101,222	103,197	104,229	105,271	107,325	108,398	109,483	111,618
Daily Rate	431.82	442.61	453.68	465.02	476.65	488.57	500.78	513.30	526.13	539.28	544.67	550.12	560.85	566.46	572.13	583.29	589.12	595.02	606.62

G Dean of Students

215	87,364	89,548	91,787	94,082	96,434	98,845	101,316	103,849	106,445	109,106	110,197	112,401	114,649	116,942	119,281	121,667
-----	--------	--------	--------	--------	--------	--------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------

Principal: Masters Required
Doctorate - \$1,800

Revised: 12/4/2023
Effective: 12/1/2023
Board Approved: 12/13/2023

BIGGS UNIFIED SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR SPEECH THERAPIST

PREAMBLE

The following is an agreement between the Governing Board of the Biggs Unified School District, hereinafter referred to as "District" and *Melissa Green*, hereinafter referred to as "Speech Therapist".

RECITALS

I. Term of Contract

The term of this contract shall be from **July 1, 2024** to **June 30, 2025**, subject to the terms and conditions hereinafter set forth.

II. Salary

The Speech Therapist shall continue on the attached Management Salary Schedule for a Speech Therapist, with written verification of proper credentials on file with the District Office.

III. Fringe Benefits

The Speech Therapist shall be entitled to receive at least all health, welfare and fringe benefits of employment as are provided other certificated employees of the School District including medical, dental, and vision coverage. The Speech Therapist must select a Medical Plan offered by the Butte School Self-Funded Program along with a Dental and Vision Plan.

Dues of Professional Associations – The District shall pay for the membership to the American Speech Language and Hearing Association (ASHA) and the State License to the California Board of Education or other Associations associated with Speech Therapy.

IV. Duties and Responsibilities

1. The Speech Therapist shall serve as the School Speech Therapist for all Biggs Schools under the direct supervision of the Superintendent.
2. The Speech Therapist shall render 184 **8-hour** days of service to the Biggs Unified School District during the term of this agreement.
3. All powers and duties which may be delegated to her lawfully by the Superintendent are to be performed and executed by her in accordance with the policies and rules and regulations adopted by the Governing Board.
4. The Speech Therapist shall have on file in the Office of the County Superintendent of Schools any and all certificates required by law to be filed in order to hold the position of Speech Therapist.

V. Evaluation

The Superintendent will evaluate the performance of the Speech Therapist. A goal setting conference will be held by October 15th and final evaluation will be completed 30 days prior to the end of the term of this contract.

VI. Sick Leave

The Speech Therapist shall be entitled to one day of fully paid sick leave for each month of service. Unused sick leave shall accumulate from year to year.

VII. General Provisions

This agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations, and policies as hereby made a part of the terms and conditions of this agreement as though fully set forth herein.

The terms of this agreement are subject to change by mutual agreement of the parties.

In witness herein, we affix our signatures to this agreement as the full and complete understanding of the relationship between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

SUPERINTENDENT _____

Date _____

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as Speech Therapist of Biggs Unified School District.

Date of acceptance: _____

Speech Therapist

2023-2025 CERTIFICATED MANAGEMENT SALARY SCHEDULE

I 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

A

High School Principal and K-8 Principal
 215 91,787 94,082 96,434 98,845 101,316 103,849 106,445 109,106 111,834 114,630 115,776 116,934 121,611 122,827 124,056 126,476 127,741 129,018 131,535
 5% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 1% 1% 4% 1% 1% 4% 1% 1% 4.00%

B

High School Vice Principal
 210 87,417 89,602 91,842 94,138 96,492 98,904 101,376 103,911 106,509 109,171 110,263 111,366 113,538 114,674 115,820 118,080 119,261 120,453 122,803
 5.00% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.5% 2.5% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0%

C

K-8 Principal
 215 N/A 9/7/2017 Moved to Range A

D

Elementary Principal
 205 75,377 77,262 79,193 81,173 83,203 85,283 87,415 89,600 91,840 94,136 95,078 96,028 97,902 98,881 99,869 101,818 102,836 103,864 105,890
 5.00% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.5% 2.5% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0%

E

Psychologist
 195 75,859 77,756 79,699 81,692 83,734 85,828 87,973 90,173 92,427 94,738 95,685 96,642 98,527 99,512 100,508 102,468 103,493 104,528 106,567
 Daily Rate 389.02 398.75 408.72 418.93 429.41 440.14 451.15 462.42 473.98 485.83 490.69 495.60 505.27 510.32 515.42 525.48 530.73 536.04 546.50
 5.00% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.50% 2.5% 2.5% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0% 1.0% 1.0% 4.0%

F

Licensed Speech Therapist
 184 79,455 81,441 83,478 85,564 87,703 89,896 92,143 94,447 96,808 99,228 100,220 101,222 103,197 104,229 105,271 107,325 108,398 109,483 111,618
 Daily Rate 431.82 442.61 453.68 465.02 476.65 488.57 500.78 513.30 526.13 539.28 544.67 550.12 560.85 566.46 572.13 583.29 589.12 595.02 606.62

G

Dean of Students
 215 87,364 89,548 91,787 94,082 96,434 98,845 101,316 103,849 106,445 109,106 110,197 112,401 114,649 116,942 119,281 121,667

Principal: Masters Required
 Doctorate - \$1,800

Revised: 12/4/2023
 Effective: 12/1/2023
 Board Approved: 12/13/2023